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ABSTRACT

The curriculum outlined here was developed within the Cooperative Urban Teacher Education Program (See ED027265 and ED032255) where the content has been used with preservice elementary and secondary teachers for two years. Content for teacher education, sociology, and mental health are presented in separate sections of the monograph, but the introduction, which sketches rationale and historical development of the guidelines, includes a suggested calendar of events (for a semester block which includes student teaching) to illustrate how course content is interrelated. The total curriculum is organized into a three-phase framework: (1) teaching assignment, school organization, and facilities; (2) subject matter adequacy and class control; (3) individual problem students. The three sections on teacher education, sociology, and mental health each contain lists of major concepts, pertinent activities, and resources under several major topics for each phase of the curriculum. Examples of major topics within each section are (1) teacher education: the function of the teacher, the analytical study of teaching, teaching strategies for stimulating pupil responsibility and for individualizing instruction; (2) sociology: social organization of the school, the culture of the inner city, social deviance in the inner-city child; (3) mental health: increasing self-awareness, increasing understanding of pupils. Several pages of illustrative material are also included for each section. (JS)

ED034720

CURRICULUM GUIDELINES

For Inner-City Teacher Education

Grant Clothier,

Editor

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Robert J. Stalcup, Director
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This is the third in a series of monographs dealing with the Cooperative Urban Teacher Education program. Others in the series are:

Innovation In The Inner City: A Report on the Cooperative Urban Teacher Education Program. Published in January 1969.

Cooperation: A Key to Urban Teacher Education. Published in June 1969.

Other related materials, such as bibliographies and technical reports may be obtained upon request.

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PREFACE

This publication completes the first phase of the Mid-continent Regional Educational Laboratory's effort to present a comprehensive view of its Cooperative Urban Teacher Education program. Previous monographs have described the program in general; discussed guidelines for developing a cooperative arrangement with universities, colleges, school systems, and other agencies preparing inner-city teachers; and presented a bibliography for use in urban teacher education programs.

Curriculum Guidelines for Inner-City Teacher Education includes the major concepts, pertinent activities, and resources developed within the Cooperative Urban Teacher Education program during the past two years. Although the Laboratory believes the content can best be taught by an interdisciplinary staff with the entire semester block of time at their disposal, it is possible to segment the Guidelines and utilize the content in a more traditional fashion.

Preliminary evaluation data related to the efficacy of the program are available from the Mid-continent Regional Educational Laboratory upon request. These data support the Laboratory's decision to continue development of the program, and have been valuable in determining program modification.

Present plans call for a revised Guidelines to be published after an additional year of field testing. Criticisms and suggestions from interested members of the educational community are solicited. The Mid-continent Regional Educational Laboratory is committed to developing programs to alleviate the critical educational problems which face the inner cities of America. Based on analysis of 2-years operation, the Laboratory is convinced that the Cooperative Urban Teacher Education program is making a significant contribution toward that goal.

L. C. Nixon, Jr.
Deputy Director
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Discussion of the inadequacies of inner-city education has become a favorite pastime of the education profession. Additional documentation of these inadequacies at this time would appear to be little more than intellectual self-flagellation and serve no constructive purpose.

Considerable literature is now available concerning the needs of inner-city children as related to classroom curriculum content. This information is much needed and long overdue; however, there is an equal need for close scrutiny of the type of education received by future inner-city teachers. This facet of the total educational program has received far less attention than it deserves. No curriculum will be successful without competent teachers; nor are the needs of inner-city children likely to be met by hostile teachers or those who view inner-city teaching as a means of expiating guilt feelings.

The Cooperative Urban Teacher Education program seeks to improve the preparation of potential inner-city teachers. The one-semester program is based on the assumptions that a prospective teacher would be better prepared to teach in inner-city schools if he:

(a) Understood both his own and his pupils attitudes, insecurities, anxieties, and prejudices;

(b) understood both his own and his pupils environment and culture; and

(c) was competent in reflective teaching methods for inner-city learners.

Preparing a teacher with these capabilities in the span of one semester required a distinctive program. Such a program dictated an interdisciplinary instructional staff including a mental health specialist, a sociologist, and teacher educators.

The program was initiated in Kansas City in the fall of 1967 and has been field tested in Wichita, Kansas and Oklahoma City, Oklahoma during the spring semester of 1969. This monograph is an outline of the curriculum guidelines which the interdisciplinary staff at the three sites has found helpful in preparing inner-city teachers. The curriculum guidelines, though not in final version, is being published at the present time in hopes that it will be of value to school systems, universities, colleges, and those in the educational community working to solve the problems plaguing inner-city education. These guidelines will be further developed and field tested during the 1969-70 school year, and published for general distribution in the fall of 1970.

Rationale

The assumptions on which these guidelines are based should be made explicit from the outset. The editor and contributors believe that, since we live in a democracy and citizens provide schools for preparing young people to function in this type of society, schools also should contribute to the effective operation of the democracy. The changing nature of society and the individual responsibility for participation in decision-making obligates schools to prepare pupils to be capable of making intelligent decisions based on evidence they might accumulate at any given time. If education in a democracy is to be effective, it must meet this obligation. Instead of passively accepting the pronouncements of the teacher, pupils should be encouraged to question, search, reflect, and perceive relationships. In short, they must become increasingly responsible for their own intellectual, social, and emotional development.

These assumptions have obvious implications for the preparation of teachers. Such a teacher cannot function as the source of all knowledge, nor can he be guardian of the status quo or architect for an ideal future social order. But the teacher's role cannot be as an interested bystander who merely coordinates the creative endeavors of individual pupils; he must present information, raise new questions, and help pupils reach conclusions in harmony with the available information. He becomes the director of a continuing research effort in which pupils share an increasing responsibility.

Development of the Guidelines

The curriculum for the Cooperative Urban Teacher Education program developed from a framework suggested by research being done at the University of Texas Research and Development Center. The concerns incorporated within the curriculum were determined through content analysis of several hundred hours of tape recordings of counseling-oriented seminars and individual counseling sessions with student teachers. The concerns were categorized in the following six stages:

Stage I - Where do I stand?

Concern with assignment (school, cooperating teacher, university supervisor); concern with power structure of the school, rules of the school, orientation of the principal; and concern with the physical plant (library, projector, etc.).

Stage II - How adequate am I?

Concern with subject matter adequacy and class control.

Stage III - Why do they do that?

Concern with individual problem students who show strange behavior, especially aggressive, fearful, withdrawn, regressive and masochistic.

Stage IV - How am I doing?

Concern with estimation of student teaching grade as a dependable evaluation.

Stage V - How are they doing? (pupils)

Concern for pupil goals (will the class remember the material, are they interested?).

Stage VI - How does what I am influence them?

Concern with self-evaluation and the interaction between teacher and children.

These stages served as the framework for the sequential development of curriculum. Each member of the interdisciplinary instructional team determined what content within his discipline would be most appropriate to alleviate the anticipated concerns of students. After the general formulation of content was determined, major concepts and pertinent activities were developed by each staff member and a tentative calendar of activities for a semester was constructed. Concepts and activities were projected only through the first three stages of the concerns. Since Stage IV - How am I doing, implies that students are engaged in student teaching, the staff decided that individual experience of participants would vary to such a degree that specific activities appropriate to all students would not be feasible.

Although, for purposes of clarity, content for teacher education, sociology, and mental health are listed separately in this monograph, it should not be inferred that each interdisciplinary staff member operates independently of the group. Staff members believe the stimulation growing out of the "team approach" produces a learning environment superior to the traditional, teacher education sequence of courses. The suggested calendar of activities contained in the following section illustrates the manner in which course content is interrelated. When reading the guidelines, the reader should refer to this section in order to get a clear picture of attempts to interrelate content.

FIRST MONTH - SCOPE AND SEQUENCE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Stage I: Where	Teacher Education Sociology: "Awareness Session" and "Walk Tour of Inner-City" 5:00-9:00 "Orientation Meeting" for Cooperating Tchrs., students, principals	Teacher Education Seminar: "Focus and Function" Sociology Seminar	Observation In Assigned Schools	4:00-5:30 - Mental Health Seminar	
Do I Stand	Sociology Seminar: "Social Organization of Schools" Field Trip - Visit Board of Education 4:00-5:30 - Mental Health Seminar	Sociology Seminar: "Social Organization of Schools" Teacher Education Seminar: "Major Assumptions"	Mental Health Seminar Teacher Education Seminar: "Major Assumptions"	Observation Focus: "Teaching Styles" 4:00-5:30 - Mental Health Seminar	Sociology Seminar: "Nature of the Low Income Community" (Consultant from inner city)
Stage II: How Adequate	Observation Focus: "Teacher Attitude Toward Pupils" 4:00-5:30 - Mental Health Seminar	Teacher Education Seminar: "Analytical Study of Teaching Behavior" Sociology Seminar: Tour Urban Renewal Area Visit Civil Rights Group	Mental Health Seminar Visit Social Welfare Organizations	Sociology Seminar: "Nature of Poverty" Sociology-Field Trip "Community Study Analysis" 4:00-5:30 - Mental Health Seminar	Teacher Education Seminar: Teaching Strategies "Developing Initial plans" Teacher Education Observe Classroom Strategies in Various Schools
Am I	Teacher Educ. Seminar: Introduce "Establishing Set" Filmstrip - CTP Sociology - Film/Role Play on "Nature of Poverty" 4:00-5:30 - Mental Health Seminar	Observation Focus: "Establishing Set"	Mental Health Seminar Sociology Seminar: "Learning Styles of Low-Income People"	Sociology Seminar; "Strategies, Techniques, and Goals" Teacher Educ. Seminar: Develop Lesson Plans for Micro-teaching 4:00-5:30 - Mental Health Seminar	Micro-teaching No. 1 "Establishing Set"

SECOND MONTH - SCOPE AND SEQUENCE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Stage II: How Adequate Am I	Teacher Educ. Seminar: Introduce-- "Questioning and Probing Techniques" Sociology Seminar: "Delinquent Behavior" 4:00-5:30 - Mental Health Seminar	Observation Focus: "Use of Questioning and Probing Techniques"	Mental Health Seminar Teacher Educ. Seminar: "Home Visitations with Home/School Coordinator"	Sociology Seminar: "Delinquent Behavior" (Consultants) Teacher Educ. Seminar: Develop Individual lesson plans for Micro-teaching 4:00-5:30 - Mental Health Seminar	Micro-teaching No. 2 "Questioning and Probing Techniques"
Stage III: Why Do They Do That	Teacher Educ. Seminar: Introduce--"Reinforcement Technique" Case Studies 4:00-5:30 - Mental Health Seminar	Sociology/Mental Health Observation at a Children's Mental Health Clinic	Mental Health Seminar Observation Focus: "Reinforcement Techniques"	Teacher Educ. Seminar: Consultant on Sociometric Techniques Develop Individual lesson Plans for Micro-teaching 4:00-5:30 - Mental Health Seminar	Micro-teaching No. 3 "Reinforcement Techniques"
	Teacher Educ. Seminar: Introduce--"Lecturing and Use of A-V Techniques" Sociology Focus: "Juvenile Detention Home Involvement"	Observation Focus: "Teacher Use of Lecturing and Audio-Visual Techniques"	Mental Health Seminar Sociology Seminar: "Juvenile Detention Home Feedback Session"	Teacher Educ. Seminar: Audio-Visual Consultant Develop Individual Lesson Plans for Micro-teaching	Micro-teaching No. 4 "Lecturing and Use of Audio-Visual Techniques"
	3:00-8:00 Involvement In	Juvenile Detention	Home Activities		
	Teacher Educ. Seminar: Introduce--"Reaching Tentative Conclusions" Sociology Seminar: "Delinquent Behavior" 4:00-5:30 - Mental Health Seminar	Observation Focus: "Techniques for Reaching Tentative Conclusions"	Mental Health Seminar Summary and Review Teacher Educ. Seminar Summary and Review	Sociology Seminar Summary and Review Develop Individual Plans for Micro-teaching 4:00-5:30 - Mental Health Seminar	Micro-teaching No. 5 "Reaching Tentative Conclusions"

THIRD MONTH - SCOPE AND SEQUENCE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Begin Student Teaching Interdisciplinary Seminar--"Interaction About Teaching Concerns"	Student Teaching	Student Teaching	Student Teaching 4:00-5:30 - Mental Health Seminar	Student Teaching
Student Teaching 4:00-5:30 - Mental Health Seminar	Student Teaching	Student Teaching	Student Teaching 4:00-5:30 - Mental Health Seminar	Student Teaching
Student Teaching 4:00-5:30 - Mental Health Seminar	Student Teaching	Student Teaching	Student Teaching 4:00-5:30 - Mental Health Seminar	Student Teaching
Student Teaching 4:00-5:30 - Mental Health Seminar	Student Teaching	Student Teaching	Student Teaching 4:00-5:30 - Mental Health Seminar	Student Teaching

FOURTH MONTH - SCOPE AND SEQUENCE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Student Teaching 4:00-5:30 - Mental Health Seminar	Student Teaching	Student Teaching	Student Teaching 4:00-5:30 - Mental Health Seminar	Student Teaching
Student Teaching 4:00-5:30 - Mental Health Seminar	Student Teaching	Student Teaching	Student Teaching 4:00-5:30 - Mental Health Seminar	Student Teaching
Student Teaching 4:00-5:30 - Mental Health Seminar	Student Teaching	Student Teaching	Student Teaching 4:00-5:30 - Mental Health Seminar	Student Teaching
Student Teaching 4:00-5:30 - Mental Health Seminar	Student Teaching	Conclude Student Teaching	Individual Oral Conferences	

MAJOR CONCEPTS RELATED TO THE DEVELOPMENT OF TEACHER EDUCATION CONTENT

MAJOR CONCEPTS RELATED TO THE DEVELOPMENT OF TEACHER EDUCATION CONTENT*

by Emma Jean Clark and Manouchehr Pedram

Major concepts central to the purpose of the curriculum are developed through the use of seminars, related field experiences, and student teaching. The instructional staff seeks to use inquiry techniques designed to promote independent decision-making on the part of seminar participants. The staff attempts to teach as they hope prospective teachers will teach. Interaction analysis, child study techniques, micro-teaching, case studies, observation, participation, and involvement with both children and adults from the inner-city community are integral elements of the instructional strategies employed.

Informality is the keynote of all seminar sessions. Students are free to question, disagree, take issue, or ask for further clarification from all staff members. Although the teacher education staff is influenced greatly by educators such as Ernest Bayles, Morris Bigge, Arthur Combs, Nathaniel Cantor, and Earl Kelley, students are not arbitrarily forced to accept a particular set of specific educational principles. They are required to consider a variety of alternate assumptions concerning the teaching-learning process and select a course of action consistent with assumptions they might make. Similarly, they are not forced to accept a specific set of teaching strategies, but are required to analyze systematically different teaching styles and develop individual strategies that are in harmony with the teaching-learning assumptions they have accepted.

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*Acknowledgment is made to Grant Clothier and Dorothy Watson for contributions to the original design of materials in this section.

Although the instructional staff can anticipate many concerns held by students, it is obvious that a completely structured "teaching-package approach" cannot be utilized. Thus, it is not anticipated by the staff that on the morning of the first day of the second week of every semester, all students will be vitally interested in the same material. Activities and related seminars, though planned, are flexible and frequently are rescheduled if the occasion warrants. However, it should be noted that there are ample opportunities to consider the following major concepts in any given semester.

Organization of Teacher Education Content

Guidelines for Teacher Education include content for both elementary and secondary level. Stage I and half of Stage II covers general concepts and may be taught to combined groups. The second section deals with specific teaching strategies for prospective elementary and secondary teachers, and groups are frequently divided. The outline below indicates how the guidelines may be used either for separate elementary and secondary classes or combined groups:

Guidelines for Elementary and Secondary-Combined Groups

Stage I - Where do I stand?

A. Focus and Function of the Teacher

B. Assumptions Regarding the Teaching-Learning Process

Stage II - How Adequate Am I?

A. Analytical Study of Teaching

Guidelines for Elementary and Secondary-Separated Groups

Two guidelines, indicating elementary and secondary, are presented for each teaching strategy.

B. Teaching Strategies - Developing Initial Teaching Plans

C. Teaching Strategies - Stimulating Pupil Responsibility

Stage III - Why do they do that?

A. Teaching Strategies - Developing Sensitivity to Pupil Reactions

B. Teaching Strategies - Individualizing Instruction

C. Teaching Strategies - Reaching Tentative Conclusions

STAGE I - WHERE DO I STAND?

In order for prospective teachers to gain a realistic perception of the teaching situation, they are given an opportunity for a brief observation in the school where they will later be assigned for student teaching. They are assigned the specific tasks of observing the operation of the school, relationships among teachers, relationships between teachers and principals, and relationships between teachers and pupils. These observations serve as one basis for discussion of major concepts considered during this stage. Because students may confuse what they consider to be their social and moral responsibility to inner-city children with their professional responsibility as a teacher, the staff first initiates a discussion of the focus and function of the teacher. Having clarified this issue, the next consideration relates to assumptions regarding the teaching-learning process which may be made by teachers. These seminars and field experiences provide realistic perceptions of the teaching-learning environment and some tentative answers to the question "Where Do I Stand?"

A. Focus and Function of the Teacher

(Elementary and Secondary Combined)

1. Major Concept

The teacher's responsibility is limited by his professional preparation and a description of the duties for which he is employed. Knowledge about the community, the school, supportive services, and vital records enable the teacher to be more effective in maintaining his specific role in the educational process.

2. Pertinent Activities

   a. Presentation and analysis of case studies (See Illustrative Materials, p. 57) "Trouble in River City." (Problem: A teacher encounters an over-age, underachieving, unresponsive child overly interested in sex.)

      The following questions are presented for consideration:

      (1) Does the teacher have total responsibility for what happens in his classroom? Why or why not?

      (2) Is the teacher responsible for the total development of the child? Why or why not?

      (3) What supportive personnel or agencies, because of their expertise, may be regarded as allies of the classroom teacher?

      (4) Can we tentatively define the functions of a teacher?

   b. Introduction to "Teaching Problems Laboratory," (Science Research Associates) and presentation of two filmstrips and records: Spotlight on Education in Madison and Welcome to Longacre School (Science Research Associates).

      The following questions are considered:

      (1) Of what value would information be concerning: The town in which a teacher is employed; the school, in general; his school in particular.

      (2) What initial observations might the teacher make about the general composition of the class?

      (3) What are some problems a teacher might anticipate? Why?

      (4) Where might a teacher gain background information pertinent to a child's history? Of what value, if any, would it be?

   (5) What are some of the alternatives when the nature of a teacher's professional qualifications limit the effectiveness or feasibility of total involvement?
   (6) To what extent should records be used as the ultimate in identifying and attempting to rectify problem situations?
   (7) Diagram the supportive personnel in your building. Justify or discredit their existence.
   (8) How may there be optimal utilization of teacher supportive personnel?
   (9) What is the relative distribution of powers and duties of supportive personnel or agencies which affect the teacher's function and responsibility?

c. Observation of supervising teachers, organizational structure, and role relationships in assigned school.
   (1) What referrals were made by the teacher and why?
   (2) Inquire about supportive personnel in the building.
   (3) Clarify the roles of the supportive personnel.
   (4) Secure a list and/or examples of all vital record forms.
   (5) Determine class membership.

d. Meet with administrative personnel at board of education building.
   (1) What is the power structure of the system to which I'm assigned?
   (2) To what extent may I utilize the availability of their services?
   (3) What professional limitations appear to exist?

        - (4) What evidences of intellectual stimulation are in existence in the immediate community (library, art shops, musical shops, home pride, individuals in neighborhood, newspapers and magazines--discarded or otherwise; television antennas, and types of business).
    - e. Presentation and discussion of films.
        - (1) Portrait of a Disadvantaged Child
        - (2) Portrait of the Inner-City School
    - f. Survey community in which assigned school is located to ascertain the following:
        - (1) What resources are available to the pupils?
        - (2) What resources and supportive community agencies are available to me?
        - (3) What churches are predominant?
        - (4) How does the community regard the school?
    - g. Seminar discussion led by administrative personnel from local school system. The following questions are considered:
        - (1) How do administrators view their roles?
        - (2) How do administrators view teachers?
        - (3) How do administrators view community participation in the making of school policy?

3. Resources
    - a. Books
        - (1) Cantor, N. Dynamics of learning. East Aurora, N. Y.: Stewart, 1946. (Chapters 3, 5, and 11.)
        - (2) Cantor N. The teaching-learning process. New York: Holt, Rinehart and Winston, 1953. (Chapters 4, 5, and 6.)

- (3) Conant, J. Slums and suburbs. New York: Signet, 1964.
- (4) Kaufman, B. Up the down staircase. New York: Avon Books, 1966.
- (5) Smiley, M. B. & Miller, H. L. Policy issues in urban education. New York: The Free Press, 1968.

b. Other materials

- (1) Samples of cumulative cards, referral slips, etc.
- (2) Diagram of school supportive personnel (principal, vice principal, counselor, nurse, home-school coordinator, public agencies, custodian, psychologist, pupil services, consultant, etc.)
- (3) Teaching Problems Laboratory, Science Research Associates, Chicago.

c. Films

- (1) Portrait of a Disadvantaged Child, McGraw-Hill Textfilms, New York.
- (2) Portrait of the Inner-City School, McGraw-Hill Textfilms, New York.

d. Field experiences

- (1) Meeting with administrative personnel at board of education building.
- (2) Observations in assigned school.
- (3) Observations in community where assigned school is located.

e. Consultants

Administrative personnel from local school system.

B. Assumptions Regarding the Teaching-Learning Process

(Elementary and Secondary Combined)

1. Major Concept

Desirable teaching behaviors can be defined in terms of psychological, sociological, and philosophical assumptions.

2. Pertinent Activities

   a. Seminar discussion of the following topics:

      (1) Social setting.

      Knowledge about the nature of the society in which the teacher and the student live and learn and recognition of the fact that school is an agent of society. The following questions are considered:

      a How shall we define democracy and what are the implications of such a definition? (Bayles, 1960, pp. 147-187; 1966, pp. 66-110)

      b How can we distinguish between autocratic, democratic, and laissez-faire teaching behavior? (Bayles, 1957, pp. 65-69; Jent, 1953, pp. 182-184)

      (2) Philosophical assumptions.

      To take into account such philosophical concepts as truth and value and their application to classroom teaching, requires examination of a teacher's pedagogical views. Student teachers are encouraged to discuss the effect of each educational school of thought with questions such as:

      a What educational difference does it make if we accept as the basis of our philosophy idealism, realism, pragmatism, or existentialism? (Bayles, 1960, pp. 63-82; 1966, pp. 1-13)

      b How shall we define truth and value and what are the implications of our definitions for teaching behavior? (Bayles, 1960, pp. 63-82 and pp. 103-118; 1966, pp. 41-64) c What philosophy, in your view, provides a sound education that functions effectively in the lives of disadvantaged children in school? Why?

(3) Psychological assumptions.

From a psychological point of view, we are interested in the theories of the nature of man, capabilities of mind, and various theories of learning. The following questions are sample questions discussed and analyzed:

a What are the basic assumptions regarding human nature, and are they pertinent to teaching-learning activities? (Brubacher, 1962, pp. 44-73)

b How shall we define learning? Teaching? (Bayles, 1960, pp. 45-62; Brubacher, 1962, pp. 62-64 and 89-92)

c Which one of the two main theories of learning (stimulus-response associationism and Gestalt field theories) is more appropriate for directing the teaching act? Why? (Bigge, 1964, pp. 1-16)

d What constitutes the different levels of teaching? (Bigge, 1964, pp. 308-353)

e Based on the above conclusions (a, b, & c), what constitutes desirable teaching behavior?

b. Observation in assigned schools.

In observing your supervising teacher, consider the following questions:

(1) What type of teaching behavior was in evidence? (autocratic, democratic, laissez-faire)

(2) In what ways is teaching behavior indicative of the teacher's knowledge of philosophical assumptions? (idealistic, realistic, pragmatic, or existentialistic)

(3) Was knowledge and information used as the basis for making decisions and development of insight or to recite and memorize?

c. Presentation and discussion of the film, Problem Method, Parts I and II.

A social studies class under effective teacher guidance collects available evidence for a class project (pressure group) and uses the information in solving the problem.

3. Resources

a. Books and magazines

The literature on philosophical, psychological and sociological aspects of education is so voluminous that extensive references are unnecessary. However, a few additional sources are listed.

(1) Brubacher, J. S. Modern philosophies of education. New York: McGraw-Hill, 1962.

(2) Bruner, S., & Oliver, R. Studies in cognitive growth. New York: Wiley and Sons, 1966. (Chapters 1 and 2.)

(3) Burton, W. The guidance of learning activities. (3rd ed.) New York: Appleton-Century-Crofts, 1962. (Chapters 2-7.)

(4) Cantor, N. The teaching-learning process. New York: Holt, Rinehart, and Winston, 1953. (Chapters 1-3 and 7-12.)

(5) Clark, L. The American secondary school curriculum. New York: The Macmillan Company, 1965. (pp. 35-65.)

(6) Craig, R. The psychology of learning in the classroom. New York: The Macmillan Company, 1966.

(7) Dewey, J. Democracy and education. New York: The Macmillan Company, 1916.

(8) Dewey, J. How we think. (Rev. ed.) Boston: D. C. Heath and Company, 1933.

(9) Ennis, R. H. A concept of critical thinking. Harvard Educational Review. Winter, 1962, 32, (81-111.)

(10) Hullfish, G. H. & Smith, P. G. Reflective thinking. New York: Dodd, Mead and Company, 1961. (pp. 169-246.)

(11) Schmuck, R. Problem solving to improve classroom living. Chicago: Science Research Associates, 1966.

b. Field experiences

(1) Observation of supervising teacher in assigned schools.

(2) Observation and participation in community center activities.

(3) Participation in tutorial centers in the community.

c. Film

The Problem Method. McGraw-Hill Textfilms, New York.

Part I: Defining the Problem and Gathering Information

Part II: Using the Information to Solve the Problem

STAGE II - HOW ADEQUATE AM I?

After initial orientation to the inner-city community, to the assigned school, and to the classroom where student teaching will occur, it is assumed the major concern of most students will center around questions of their adequacy in fulfilling the teaching role.

Although concern regarding classroom control may be paramount, it is by no means the only concern. Doubts as to their knowledge of subject matter normally taught in the classroom are frequently raised by student teachers. Development of lesson plans and methods of presentation are also matters of genuine concern.

In providing for the alleviation of these concerns, staff and students analyze teaching behavior and begin to develop teaching strategies in harmony with their assumptions concerning the teaching-learning process.

A. Analytical Study of Teaching

(Elementary and Secondary Combined)

1. Major Concepts
    a. Objective systematic observation of teaching behaviors yield the most meaningful data for the study of teaching.
    b. The objectives of the instructional period should determine the frame of reference for describing teaching behaviors.
    c. The analysis of teaching behavior must be done within the framework of the total classroom situation.
2. Pertinent Activities
    a. Seminar to discuss techniques for analyzing teaching behaviors.

Discussion and activities focus on the following:

(1) Explanation of various interaction schedules with emphasis on the Flander's model.

(2) Student examination and analysis of a segment of his recorded behavior taken during the first week of student participation in the program.

b. Presentation of films, kinescopes, and/or video tapes of various teaching-learning situations for the purpose of analyzing teaching behaviors.

c. Observations in assigned classrooms.

d. Consideration of pertinent questions in seminars following observations:

    (1) What techniques for classroom control did you observe?
    (2) What teaching techniques did the teacher employ?
    (3) How did pupils respond?
    (4) What teaching behaviors seemed most successful? Why?
    (5) What frame of reference did you use in reaching the above conclusion?
    (6) What other frames of reference might be used?
    (7) How can observations be made more objective?

3. Resources

    a. Books and magazines

        (1) Flanders, N. A. Teacher influence, pupil attitudes and achievements: Studies in interaction analysis. Final Report, Cooperative Research Project No. 397, U. S. Office of Education, 1960.

(2) Flanders, N. A. Diagnosing and utilizing social structures in classroom learning. 59th Yearbook, Part II: The dynamics of instructional groups. National Society for the Study of Education. Chicago: University of Chicago Press, 1960. (Chapter 9, pp. 187-217.)

(3) Flanders, N. A. The role of the teacher in the classroom. In P. Amidon (ed.) A Manual for Understanding and Improving Teacher's Classroom Behavior. Minneapolis: P. S. Amidon, 1963.

(4) Gage, N. L. An analytical approach to research on interaction methods. Phi Delta Kappan, June 1968, 39, (601-606.)

(5) Perrodin, A. F. The student teacher's reader. Chicago: Rand McNally and Company, 1966. (pp. 270-278.)

b. Other materials

(1) Teaching Problems Laboratory. Science Research Associates, Chicago.

(2) Films, kinescopes, and video tapes of teaching-learning situations.

c. Field experiences

(1) Classroom observations in assigned schools.

(2) Observation of community center activities.

(3) Participation in tutorial centers.

B. Teaching Strategies - Developing Initial Teaching Plans

(Separate guidelines are presented for elementary-secondary)

(Elementary)

1. Major Concepts

a. Learning outcomes are dependent upon the establishment of instructional goals.

b. Positive learning outcomes are dependent upon consistent and well-structured conditions which are personally meaningful to the pupils, and which, to a great extent, have been established with him.

c. The selection of a methodological approach must be consistent with teaching-learning assumptions, as well as in accordance with the specific needs of a learning situation.

2. Pertinent Activities

a. Seminar consideration of the following questions:

(1) How can I best plan to achieve my objectives? (Burton, 1926; Deutsch, 1960; Harris, 1966; Taba, 1966.)

(2) How may I be firm, fair, friendly, and consistent but maintain a democratic setting in my classroom? (Ryans, 1961)

(3) In what way does a business-like, firm, well-organized approach coupled with various instructional methods in a friendly atmosphere enable me to be more effective in my teaching? (Ryans, 1961)

(4) What behavior models are appropriate for the following type instructional activities:

a Atomistic specific objectivism

b Conceptual specific objectivism

c Problem solving

(5) Why is a discovery approach rather than generalized instruction meaningful to children? (Smilansky, 1966)

b. Observation in inner-city classrooms at various grade levels.

(1) What techniques were used to bring the academic and classroom controls into balance?

(2) How did the teacher stimulate or motivate the pupils?

(3) How would you describe the classroom climate?

(4) What common elements seemed in existence in most of the classrooms?

(5) What evidence (if any) was there of positive learning outcomes, stemming from the teacher's attempt to make information personally meaningful?

(6) What methods were used which enabled you to ascertain the teaching-learning assumptions embraced by the teacher?

c. Simulated problem-solving experiences(Science Research Associates Teaching Lab).

Problem 3. Evaluating Teaching Objectives.

Problem 8. Motivating Students to Work on Class Assignments.

Problem 14. Relating a Complex Subject to Children Meaningfully.

d. Presentation of filmstrips

Perceived Purpose and Educational Objectives (Vimcet Associates)

e. Seminar discussion of the following:

(1) Explanation and purpose of micro-teaching. (See Illustrative Materials, p. 59)

(2) Discussion of techniques for establishing set.

f. Development of lesson plans for initial micro-teaching session.

g. Micro-teaching activities:

(1) Teaching session

(2) Critique by staff and students (See Illustrative Materials, p. 61)

(3) Reteaching session

3. Resources

a. Books and magazines

(1) Bayles, E. *Theory and practice of teaching*. New York: Harper and Row, 1950. (Part III.)

(2) Bruner, J. *Process of education*. Cambridge: Harvard University Press, 1960.

(3) Burton, W., *Education for effective thinking*. New York: Appleton-Century-Crofts, 1960. (Part III.)

(4) Burton, W. *The guidance of learning activities*. (3rd ed.) New York: Appleton-Century-Crofts, 1962.

(5) Deutsch, M. Minority group and class status as related to social and personality factors in scholastica achievement. Society for Applied Anthropology, Ithaca, New York, 1960. (A paper that supports strategies must vary--emphasize reading.)

(6) Harris, A. J., & Server, B. L. Teaching reading to the disadvantaged urban Negro first-grade children: First year of the craft project. Paper prepared at American Educational Research Association, February 18, 1966.

(7) Levine, D. U. Raising standards in the inner-city schools. Occasional Paper 11. Washington, D.C.: Council for Basic Education, December, 1966.

(8) Rucker, W. R. *Curriculum development in the elementary school*. New York: Harper and Row, 1960. (Chapters 1, 2, and 3.)

(9) Ryans, G. *Characteristics of teachers*. Washington, D.C.: American Council on Education, 1961.

(10) Smilansky, S. The effect of certain learning conditions on the progress of disadvantaged children of kindergarten age. *Journal of School Psychology*, Spring 1966, Vol. IV, (3), 68-80.

(11) Stanford Teacher Education Program. *Micro-teaching: A description*. Palo Alto, Cal.: Stanford University Press, 1968.

(12) Suchman, J. R. *Developing inquiry*. Chicago: Science Research Associates, 1966. (Part I.)

(13) Taba, H., & Elkins, D. *Teaching strategies for the culturally disadvantaged*. Chicago: Rand, McNally and Company, 1966. (Chapters 4-13.)

b. Other material

(1) Teaching Problems Laboratory. Science Research Associates, Chicago.

Problem 3. Evaluating Teaching Objectives.

Problem 8. Motivating Students to Work on Class Assignments.

Problem 14. Relating a Complex Subject to Children Meaningfully.

(2) Video equipment necessary to carry out micro-teaching activities.

c. Filmstrip/tape.

Perceived Purpose. (Motivation, or the necessity of having learners perceive the worth of what they are studying) Vimcet Associates, Los Angeles.

Educational Objectives. (Developing precisely stated instructional goals) Vimcet Associates, Los Angeles.

d. Field experiences

(1) Observation in assigned classrooms.

(2) Observation in inner-city classrooms at various grade levels.

B. Teaching Strategies - Developing Initial Teaching Plans

(Secondary)

1. Major Concepts

a. Learning outcomes are dependent upon the establishment of instructional goals.

b. Positive learning outcomes are dependent upon consistent, and well-structured conditions which are personally meaningful to the pupil, and which, to a great extent, have been established with him.

c. The selection of methodological approach must be consistent with teaching-learning assumptions, as well as in accordance with the specific needs of a learning situation.

2. Pertinent Activities

   a. Seminar discussion of the following:

      (1) Can my objectives provide the desired learning experience? (Ornstein, 1967)

      (2) How can I best plan to achieve my objectives? (Bayles, 1966)

      (3) What behavior models are appropriate for the following type of instructional activities?

         a Atomistic specific objectivism

         b Conceptual specific objectivism

         c Problem solving

      (4) How can a teacher maintain discipline without becoming autocratic?

      (5) What is the danger of too much or too little control in the classroom?

      (6) What are the possible alternatives? (Ausubel, 1961)

      (7) What techniques may be used to determine the success of teaching strategies?

      (8) In what ways might pupils indicate their feelings concerning a particular teaching strategy?

    (9) When should a teaching strategy be modified?
    (10) What basis should be used to determine the effectiveness of a teaching strategy? (Goldberg, 1967; Taba, 1966.)

b. Observation and participation in assigned classrooms.

c. Seminar discussion of lesson planning techniques

    (1) Explanation of the difference between resource unit and daily lesson planning.
    (2) Discussion of the necessity for planning and techniques used in this process.
    (3) Development of lesson plans for micro-teaching situations.

d. Presentation and discussion of films:

    (1) Broader Concept of Method, Part I (Developing Pupil Interest).
    (2) Broader Concept of Method, Part II (Pupils and Teacher Planning and Working Together).
    (3) Maintaining Classroom Discipline. This film contrasts different levels of discipline resulting from the teacher's varied approaches.

e. Simulated problem-solving experience. (Science Research Associates Teaching Problems Lab.)

Problem 1. Handling the Constantly Disruptive Child

f. Introduction to role-playing.

To provide student teacher with an insight into the significance of role-playing in analyzing students' behavior and analyzing the problem (Taba, 1966).

g. Seminar discussion of the following:
  (1) Explanation of micro-teaching and its purpose (See Illustrative Materials, p. 59)
  (2) Discussion of techniques for establishing set.

h. Development of lesson plans for initial micro-teaching session.

i. Micro-teaching activities.
  (1) Teaching session.
  (2) Critique by staff and students (See Illustrative Materials, p. 61)
  (3) Reteaching session.

3. Resources

a. Books and magazines

(1) Bayles, E. Theory and practice of teaching. New York: Harper and Row, 1950. (Part III.)

(2) Bayles, E. Pragmatism in education. New York: Harper and Row, 1966.

(3) Burton, W. Education for effective thinking. New York: Appleton-Century-Crofts, 1960. (Part III.)

(4) Burton W. The guidance of learning activities. (3rd ed.) New York: Appleton-Century-Crofts, 1962.

(5) Bruner, J. Process of education. Cambridge: Harvard University Press, 1960.

(6) Clark, L. H. The American secondary school curriculum. New York: The Macmillan Company, 1965. (Chapters 3, 4, and 6.)

(7) Hymes, J. L., Jr. Behavior and misbehavior. New Jersey: Prentice-Hall, 1955.

(8) Morphet, E. L. Implications for education of prospective changes in society. New York: Citation Press, 1967. (pp. 61-76.)

(9) Ornstein, A. C. Teaching the disadvantaged. The Educational Forum, January, 1967, 215-223.

(10) Perrodin, A. F. The student teacher's reader. Chicago: Rand McNally & Co., 1966.

(11) Smiley, M. B., & Miller, H. L. Policy issues in urban education. New York: The Free Press, 1968. (pp. 290-292 & 308-317.)

(12) Suchman, J. R. Developing inquiry. Chicago: Science Research Associates, 1966. (Part I.)

(13) Taba, H., & Elkins, D. Teaching strategies for the culturally disadvantaged. Chicago: Rand McNally & Co. 1966. (Chapters 4-13.)

b. Other material

(1) Science Research Associates. Teaching Problems Laboratory Chicago.

Problem 1. Handling the Constantly Disruptive Child

(2) Video equipment for micro-teaching activities.

c. Films

Broader Concept of Method, Part I (Developing Pupil Interest) McGraw-Hill Textfilms.

Broader Concept of Method, Part II (Pupils and Teacher Planning and Working Together) McGraw-Hill Textfilms.

Maintaining Classroom Discipline. McGraw-Hill Textfilms.

d. Field experiences

(1) Observation in assigned classrooms.

(2) Participation in community center activities.

C. Teaching Strategies - Stimulating Pupil Responsibility

(Elementary)

1. Major Concepts

a. Learning is personal and comes through pupil-teacher interaction and joint participation in the learning act.

b. The teacher's major role in the enhancement of inquiry learning is to provide opportunities for and experience in using a logical approach to resolve cognitive conflict.

c. Goals and expectations must be realistic in order to assure positive learning outcomes.

2. Pertinent Activities

   a. Seminar discussion of the following:

      (1) What do we mean by the term, "pupil responsibility for learning"? (Cantor, 1946, 1953; Suchman, 1966.)

      (2) How might this type of pupil behavior best be developed? (same reference as one.)

      (3) How might teacher behavior restrict such responsibility? (same reference as one.)

      (4) How might teacher behavior enhance pupil responsiblity for learning? (same reference as one.)

      (5) How does the guidance of learning involve the inculcation of attitudes and values? (Grams, 1966)

      (6) How can you justify positive learning outcome being related to a teacher's ability to take pupils' feelings and goals into account? (Cogan, 1958)

      (7) How can learning be hampered by the curriculum? (Grams, 1966)

      (8) What is meant by the learning process? (Erikson, 1964; Grams, 1966)

   b. Observation and participation in assigned classroom.

c. Simulated problem solving experiences (Science Research Associates Teaching Problems Lab, 1967)

  Problem 12. Involving Many of the Children in Group Discussions

  Problem 14. Relating A Complex Subject to Children Meaningfully

  Problem 23. Involving Pupils in Self-Evaluation

d. Role playing of teaching situations.

  (1) Divide into small groups.

  (2) Have groups prepare teacher-pupil situations related to questioning techniques. (recitation or probing.)

  (3) Reassemble to present mock situations.

  (4) Audience analyzes questioning techniques used.

  (5) Analyze and evaluate each presentation.

e. Presentation and discussion of films:

  (1) Broader Concept of Method, Part I

  (2) Broader Concept of Method, Part II

f. Development of teaching skills:

  (1) Reading

    a Major components of reading

    b Progression of skills

    c General aspects of a reading lesson

    d Grouping

    e Correlating with all subjects

    f Various approaches to teaching reading

  (2) Writing

    a Manuscript (writing)

        b Cursive

    (3) Mathematics

        a Progression of basic concepts

        b Games for enrichment and reinforcement

g. Seminar discussion of questioning and probing techniques. (See Illustrative Materials, p. 62)

h. Development of lesson plans for micro-teaching session on questioning and probing techniques.

i. Micro-teaching Activities:

    (1) Teaching session.

    (2) Critique by staff and students (See Illustrative Materials, p. 64)

    (3) Reteaching session

3. Resources

    a. Books and magazines

(1) Cantor, N. Dynamics of learning. East Aurora, N.Y.: Stewart, 1946. (Part II.)

(2) Cantor, N. The teaching-learning process. New York: Holt, Rinehart, and Winston, 1953. (Chapters 7 and 8.)

(3) Cogan, M. L. The behavior of teachers and the productive behavior of their pupils: II trait analysis, Journal of Experimental Education, 1958, 27: 107-124.

(4) Erikson, E. H. Insight and responsibility. New York: W. W. Norton, 1964.

(5) Grams, A. Facilitating learning and individual development. Minnesota Department of Education, St. Paul, 1966. (Chapters 2, 3, and 4.)

(6) Suchman, J. R. Developing inquiry. Chicago: Science Research Associates, 1966.

b. Other material

(1) Teaching Problems Laboratory. Science Research Associates Chicago.

Problem 12. Involving Many of the Children in Group Discussions

Problem 14. Relating A Complex Subject to Children Meaningfully

Problem 23. Involving Pupils in Self-Evaluation

(2) Classroom Climate. Dr. Arthur Combs, University of Florida, Gainsville, Florida, 1968.

(3) Video equipment necessary to carry out micro-teaching activities.

c. Films

(1) Broader Concept of Methods, Part I. McGraw-Hill Textfilms, New York.

(2) Broader Concept of Methods, Part II (Teacher and Pupils Planning and Working Together) McGraw-Hill Textfilms, New York.

d. Field experiences

(1) Observation in assigned classroom.

(2) Tutorial activities in community center.

C. Teaching Strategies - Stimulating Pupil Responsibility

(Secondary)

1. Major Concepts

a. Learning is personal and comes through pupil-teacher interaction and joint participation in the learning act.

b. A major role of the teacher in the enhancement of inquiry learning is to provide opportunities for and experience in using a logical approach to resolve cognitive conflict.

c. Goals and expectations must be realistic in order to assure positive learning outcomes.

2. Pertinent Activities
   - a. Observation and participation in assigned classrooms.
   - b. Seminar discussion of the following:
     - (1) What do we mean by the terms, "pupil responsibility for learning"? (Cantor, 1953)
     - (2) How might this type of pupil behavior best be developed? (Bayles, 1966)
     - (3) How might teacher behavior restrict such responsibility?
     - (4) How might teacher behavior enhance pupil responsiblity for learning? (Hullfish & Smith, 1961)
   - c. Role playing of teaching situations related to major concepts.
   - d. View demonstration video tapes.
   - e. Seminar discussion of questioning and probing techniques. (See Illustrative Materials, p. 62) Relate content to various subject-matter areas.
   - f. Development of lesson plans for micro-teaching session on questioning and probing techniques.
   - g. Micro-teaching activities
     - (1) Teaching session
     - (2) Critique by staff and students (See Illustrative Materials, p. 65)
     - (3) Reteaching session

3. Resources

   a. Books

      (1) Bayles, E. Pragmatism in education. New York: Harper and Row, 1966.

      (2) Cantor, N. The teaching-learning process. New York: Holt, Rinehart, and Winston, 1953. (Chapters 4, 5, and 6.)

      (3) Franklin, M. P. (Ed.) School organization: Theory and practice. Chicago: Rand McNally, 1967. (pp. 203-212.)

      (4) Hullfish, G. H., & Smith, P. G. Reflective thinking. New York: Dodd, Mead & Co., 1961.

      (5) Smiley, M., & Miller, H. (Ed) Policy issues in urban education. New York: The Free Press, 1968.

      (6) Suchman, J. R. Developing inquiry. Chicago: Science Research Associates, 1966.

   b. Other material

      (1) Teacher education method textbooks from subject matter areas represented in group.

      (2) Video tapes.

      (3) Video equipment for micro-teaching activities.

   c. Field experiences

      (1) Observation and participation in assigned schools.

      (2) Tutorial activities in community centers.

STAGE III - WHY DO THEY DO THAT?

As prospective teachers become familiar with the inner-city environment and develop feelings of adequacy regarding their teaching capabilities, they become better able to focus attention upon their pupils. Becoming sensitive to pupil reactions, seeing pupils as individuals with varying interests, capabilities, and problems, and stimulating them to accept responsibility for their own educational welfare are essential elements for inner-city teachers. The third stage of the program is planned to accomplish these goals.

A. Teaching Strategies - Developing Sensitivity to Pupil Reactions

(Elementary)

1. Major Concepts
    a. The teacher increases discipline problems by being insensitive to pupil interests, understanding and reactions--verbal and nonverbal.
    b. The teacher can ascertain the success of his teaching strategies by becoming sensitive to verbal and nonverbal cues provided by pupils.
    c. The effectiveness of a teaching strategy may be determined by the interest generated among class participants.
2. Pertinent Activities
    a. Observation and participation in assigned classrooms.
        (1) Are the pupils encouraged to question, criticize, contribute, create, and learn?

   - (2) Is the classroom atmosphere relaxed, easy, and warm? Or is it tense and charged?
   - (3) In what ways is the classroom teacher showing sensitivity to pupil reactions by observing verbal and nonverbal cues?

b. Presentation and discussion of film and video tapes.

   Maintaining Classroom Discipline (McGraw-Hill Textfilms)

   - (1) How does the teacher's approach effect discipline or the overall classroom climate?
   - (2) What are some effective techniques for control?
   - (3) What implications has the film regarding the importance of stimulation of interest, the teacher's personality, and the handling of minor incidents?

c. Simulated problem-solving experiences (Science Research Associates Teaching Problem Lab.)

   Problem 1. Handling the Constantly Disruptive Child

   Problem 4. Handling Children's Aggressive Behavior Toward One Another

   Problem 11. Having Students See Relation Between Undesirable Behavior and its Consequences

   Problem 23. Involving Pupils in Self-Evaluation

d. Seminar discussion of the following:

   - (1) What techniques may be used to determine the success of teaching strategies? (Beck, 1960)
   - (2) In what ways might pupils indicate their feelings concerning a particular teaching strategy? (Beck, 1960)

    - (3) When should a teaching strategy be modified? (Taba, 1966)
    - (4) What basis should be used to determine the effectiveness of a teaching strategy? (Taba, 1966)
    - (5) What effect does the teacher's individual attitude have in determining the classroom atmosphere? (Cantor, 1953)
    - (6) What distinction can you make between respect and fear? (Cantor, 1953)
    - (7) Is the teacher, successfully controlling class, in control of herself? Explain. (Cantor, 1963)

- e. Visit inner-city homes with home-school coordinators from local school system. Discussion of the following questions:
    - (1) From what type backgrounds do my pupils come?
    - (2) What might study conditions be at home?
    - (3) What intellectual motivation may I expect from their parents?
    - (4) How do parents regard education?
    - (5) How may I achieve the kind of rapport with parents which leads to positive learning outcomes with pupils?
- f. Role playing of mock teaching situations.
    - (1) The authoritarian teacher
    - (2) The hyperanxious teacher
    - (3) The unstructured teacher
- g. Seminar discussion of Reinforcement techniques. (See Illustrative Materials, p. 65)
- h. Development of lesson plans for micro-teaching session on Reinforcement techniques.

i. Micro-teaching activities

  (1) Teaching session

  (2) Critique by staff and students (See Illustrative Materials, P. 67)

  (3) Reteaching session

3. Resources

  a. Books

    (1) Beck, R., Cook, W., & Kearney, N. Curriculum in the modern elementary school. New York: Prentice-Hall, 1960.

    (2) Cantor, N. The teaching-learning process. Chicago: Holt, Rinehart, and Winston, 1953. (Chapter 1.)

    (3) Hymes, J. L. Behavior and misbehavior. New York: Prentice-Hall, 1955.

    (4) Taba, H., & Elkins, D. Teaching strategies for the culturally disadvantaged. Chicago: Rand McNally & Co., 1966.

  b. Other materials

    (1) Teaching Problems Laboratory. Science Research Associates, Chicago: 1967.

      Problem 1. Handling the Constantly Disruptive Child

      Problem 4. Handling Children's Aggressive Behavior Toward One Another

    (2) Demonstration video tapes.

    (3) Video equipment for micro-teaching activities.

  c. Film

    Maintaining Classroom Discipline. McGraw-Hill Textfilms.

  d. Field experiences

    (1) Observation in assigned classrooms.

    (2) Tutorial activities in community centers.

(3) Visits to inner-city homes with home-school coordinators.

A. Teaching Strategies - Developing Sensitivity to Pupil Reactions

(Secondary)

1. Major Concepts

   a. The teacher can ascertain the success of his teaching strategies by becoming sensitive to both verbal and nonverbal cues provided by pupils.

   b. The effectiveness of a teaching strategy may be determined by the interest generated by the total class.

2. Pertinent Activities

   a. Observation and participation in assigned classrooms.

   b. Seminar discussion lead by consultant experienced in sociometric techniques.

   c. Simulated problem-solving experiences. (Science Research Associates Teaching Problems Lab.)

   "Sociogram of Pat Taylor's Class" - Examine charts of acceptance and rejection concerning the class. Note class structure and individual relationships within the group.

   d. Presentation and discussion of film and analyze video tapes. Maintaining Classroom Discipline.

   e. Role playing of teaching situations.

      (1) The authoritarian teacher

      (2) The hyperanxious teacher

      (3) The unstructured teacher

f. Visit inner-city homes with home-school coordinator from local school system. Discussion of following questions:

   (1) From what type backgrounds do my pupils come?

   (2) What might study conditions be at home?

   (3) What intellectual motivation may I expect from their parents?

   (4) How do parents regard education?

   (5) How may I achieve the kind of rapport with parents which leads to positive learning outcomes with pupils.

g. Seminar discussion of Reinforcement techniques. (See Illustrative Materials, p, 65)

h. Development of lesson plans for micro-teaching session in Reinforcement techniques.

i. Micro-teaching activities

   (1) Teaching session

   (2) Critique by staff and students (See Illustrative Materials, p. 67)

   (3) Reteaching session

3. Resources

   a. Books

      (1) Association for Supervision and Curriculum Development. Perceiving, behaving, becoming. Washington: 1962 Yearbook.

      (2) Association for Student Teaching. Mental Health and teacher education. Washington: 1967 Yearbook. (Chapters 1-4.)

      (3) Cantor, N. The teaching-learning process. New York: Holt, Rinehart, and Winston, 1953.

      (4) Hymes, J. L. Behavior and misbehavior. New York: Prentice-Hall, 1955.

- (5) Northway, M. L., & Weld, L. Sociometric testing. University of Toronto Press, Toronto, Canada, 1966.

b. Other materials

- (1) Teaching Problems Laboratory. Science Research Associates, Chicago.

  "Sociogram of Pat Taylor's Class"
- (2) Demonstration video tapes.
- (3) Video equipment for micro-teaching sessions.

c. Film

Maintaining Classroom Discipline. McGraw-Hill Textfilms.

d. Field experiences

- (1) Observation and participation in assigned schools.
- (2) Tutorial activities in community centers.
- (3) Visits to inner-city homes with home-school coordinators.

e. Consultant

Specialist in sociometric techniques from local school system or college.

B. Teaching Strategies - Individualizing Instruction

(Elementary)

1. Major Concepts

   a. Individualization of instruction is a valued educational goal.

   b. Knowledge about the child and his environment is essential to this process.

   - (1) Biographical data is useful in diagnosing and prescribing learning tasks for individual pupils.

   (2) Knowledge of child development, the child's social and physical environment, and the child's educational progress has implications for individualization of instruction.

2. Pertinent Activities
   - a. Develop cumulative folders based on case studies of individual pupils.
   - b. Analysis of taped micro-teaching sessions.
   - c. Observation and participation in assigned classroom.
   - d. Seminar discussion of the following:
     - (1) How was the teacher individualizing instruction?
     - (2) What information about the child is necessary to individualize instruction?
     - (3) What are best sources for this information?
     - (4) How can data be organized and evaluated to be most useful?
     - (5) How can data be built into the total instructional design?
     - (6) Why would an awareness of the social dynamics of the class tend to enable the classroom teacher to be more effective in relating to individuals within the class? (Northway, 1966; Taba, 1966)
   - e. View a video tape of the informal reading inventory. (½ inch tape available upon request.)
     - (1) What insights are gained with interest inventories? (Harris, 1961)
     - (2) Why is it of utmost importance to determine the operational level of each child? (Harris, 1961)
     - (3) How can I determine specific reading disabilities? (Botel, 1966; McCullough, 1963)

(4) In what ways may you adapt material having individualization of instruction as your goal? (Gray, 1960)

(5) How or why might disregard for individualization of instruction cause chaotic classroom situations?

f. Simulated problem solving experiences. (Science Research Associates Teaching Lab.)

Problem 6. Finding Appropriate Material for Pupils Reading One or More Years Below Grade Level

Problem 7. Differentiating Instruction for Slow, Average and Gifted Children

Problem 20. Providing Appropriate Work for the Rest of the Class While Working With a Small Group or With Individual Children

Problem 25. Not Knowing How to Deal With Children's Reading Problems

g. Develop a sociometric test and matrix. (Beck, 1960; Northway, 1966)

(1) What information about conditions enhancing or impeding learning will help me in guiding instruction?

(2) What is the structure of the pupil society in my classroom?

(3) Where are and who is included in the cliques?

(4) Who are the isolates?

(5) Who are the most popular pupils?

(6) What are the mechanics of grouping so each child is included?

(7) Simulated Problem (Science Research Associates Teaching Lab.)

Problem 16. Integrating the Isolated, Disliked Child

h. Administer tests. (optional)

(1) Peabody Picture Vocabulary Test.

a Does this child's intellectual functioning fall in the average range?

b Do I need make a special referral?

(2) McCullough Word-Analysis Test (4+).

a. Which basic reading skills does the pupil lack?

b Which phonetic and structural analysis skills has the pupil mastered?

(3) Botel Reading Inventory. (Botel, 1966)

i. Development of lesson plans for micro-teaching session on Lecturing and Use of Visual Aids (See Illustrative Materials, p. 68)

j. Micro-teaching activities

(1) Teaching session

(2) Critique by staff and students (See Illustrative Materials, p. 71)

(3) Reteaching session.

3. Resources

a. Books

(1) Association for Supervision and Curriculum Development. Perceiving, behaving, becoming. Washington: 1962 Yearbook.

(2) Association for Student Teaching. Mental health and teacher education. Washington: 1967 Yearbook. (Chapters 1-4.)

(3) Beck, R. Curriculum in the modern elementary school. New York: Prentice-Hall, 1960.

(4) Flavell, J. H. Developmental psychology of Jean Piaget. Princeton, N.J.: Van Nostrand, 1963.

(5) Gray, W. S. On their own in reading. Chicago: Scott, Foresman Company, 1960.

(6) Harris, A. J. How to increase reading ability. New York: David McKay Company, 1961.

(7) Hymes, J. L. Jr., Understanding your child. New York: Prentice-Hall, 1952.

(8) Hymes, J. L. Jr. Behavior and misbehavior. New York: Prentice-Hall, 1955.

(9) Hymes, J. L. Jr. Before the child reads. New York: Harper and Row, 1958.

(10) Northway, M. L., & Weld, L. Sociometric testing. University of Toronto Press, Toronto, Canada, 1966.

(11) Stanford Teacher Education Program. Micro-teaching: A description. Palo Alto, Cal.: Stanford University, 1967.

(12) Taba, H., & Elkins, D. Teaching strategies for the culturally disadvantaged. Chicago: Rand McNally & Co., 1966. (Chapters 3 and 4.)

b. Other materials

(1) Botel Reading Inventory. Chicago: Follett Publication, 1966.

(2) McCullough Word-Analysis Tests. Princeton, N.J.: Ginn and Company Personnel Press, 1963.

(3) Peabody Picture Vocabulary Test. Circle Piner, Minnesota.: American Guidance Service, 1959.

(4) Teaching Problems Laboratory. Science Research Associates, Chicago, 1967.

Critical Teaching Problems

Problem 6. Finding Appropriate Material for Pupils Reading One or More Years Below Grade Level

Problem 7. Differentiating Instruction for Slow, Average and Gifted Children

Problem 16. Integrating the Isolated, Disliked Child

Problem 20. Providing Appropriate Work for the Rest of the Class While Working With a Small Group or With Individual Problems

(5) Demonstration video tapes.

(6) Video equipment for micro-teaching activities.

c. Field experiences

(1) Observation in assigned classrooms.

(2) Tutorial activities in community centers.

(3) Home visits in connection with child study.

B. Teaching Strategies - Individualizing Instruction

(Secondary)

1. Major Concepts

Individualization of instruction is a valued educational goal. Knowledge about the child's development and his social and physical environment is essential to this process.

2. Pertinent Activities

a. Develop cumulative folders based on case studies of individual pupils selected by student teacher.

b. Observation and participation in assigned schools.

c. Analysis of taped micro-teaching sessions.

d. Seminar discussion of the following:

(1) What techniques have you observed teachers using to individualize instruction?

(2) What information about the child is necessary to individualize instruction? (Association for Supervision and Curriculum Development Yearbook, 1962.)

(3) How can data be organized and developed to be most useful in the total instructional design? (Burton, 1962)

(4) At times many students are confused and frustrated in the classroom. How can a teacher deal with this problem effectively? (Burton, 1962)

(5) Why is developing an atmosphere of mutuality and trust important in the pupil-teacher relationship? (Burton, 1962; Goldberg, 1967)

e. Home visits for purposes of conducting child study.

f. Visual aids demonstrations conducted by consultant from public school.

g. Development of lesson plans for micro-teaching session on Lecture and use of Visual Aids. (See Illustrative Materials, p. 68)

h. Micro-teaching activities

(1) Teaching session

(2) Critique by staff and students (See Illustrative Materials, p. 71)

(3) Reteaching session

3. Resources

a. Books

(1) Association for Supervision and Curriculum Development. Perceiving, behaving, becoming. Washington: 1962 Yearbook.

(2) Burton, W. Education for effective thinking. New York: Appleton-Century-Crofts, 1960. (Part III.)

(3) Goldberg, M. L. Adapting teacher style to pupil differences in H. A. Passow (Ed.), Education of the disadvantaged. New York: Holt, Rinehart, and Winston, 1967. (pp. 465-482.)

(4) Henry, N. B. Adopting the secondary school program to the need of youth. Fifty-second Yearbook of National Society in the Study of Education. Part I. Chicago: Chicago University Press, 1953.

(5) Flavell, J. H. Developmental psychology of Jean Piaget. Princeton, N.J.: Van Nostrand, 1963.

(6) Taba, H., & Elkins, D. Teaching strategies for the culturally disadvantaged. Chicago: Rand McNally & Co., 1966.

(7) Wiles, K. The changing curriculum of the American high school. New York: Prentice-Hall, 1963.

b. Other materials

(1) Demonstration video tapes.

(2) Case study forms for child study assignment.

(3) Video equipment necessary for micro-teaching.

c. Field experiences

(1) Observation and participation in assigned schools.

(2) Tutorial activities in community centers.

(3) Home visits in connection with case study.

d. Consultants

Audio-visual specilist from local school system

C. Teaching Strategies - Reaching Tentative Conclusions

(Elementary)

1. Major Concepts

a. The quality of a conclusion reached by participants in a learning situation may be determined by the adequacy of the evidence upon which the conclusion is based and the harmony of the conclusion with such evidence.

b. In any given instructional unit, a teacher's conclusions, as well as those of pupils, must be judged for validity by the same criteria of adequacy and harmony of data.

2. Pertinent Activities

   a. Seminar discussion of the following:

      (1) Does every pupil have a right to his own opinion concerning a given problem?

      (2) If opinions differ, how might these differences be resolved?

      (3) Which method appears to be more nearly consistent with your assumptions regarding the teaching-learning process?

      (4) What seems to constitute the most logical bases for reaching conclusions? (Bayles, 1966; Hullfish & Smith, 1961)

      (5) Is the teacher always right? (Bayles, 1950)

      (6) Is the teacher right more often than the pupils? (Bayles, 1950)

      (7) If pupils and teacher disagree on the solution to a problem, whose conclusion should prevail? Why?

   b. Observation and participation in assigned schools.

   c. View and analyze video tapes.

   d. Seminar discussion of techniquesfor reaching tentative conclusions.

   e. Development of lesson plans for micro-teaching session on Reaching Tentative Conclusions. (See Illustrative Materials, p.72)

f. Micro-teaching activities.

  (1) Teaching session

  (2) Critique by staff and students (See Illustrative Materials, P. 74)

  (3) Reteaching session.

3. Resources

  a. Books

    (1) Bigge, M. Learning theories for teachers. New York: Harper and Row, 1964. (Chapter 11.)

    (2) Bayles, E. The theory and practice of teaching. New York: Harper and Row, 1950. (Chapters 3, 7, 8, and 15.)

    (3) Bayles, E. Pragmatism in education. New York: Harper and Row, 1966.

    (4) Hullfish, H., & Smith, P. Reflective thinking: The Method of education. New York: Dodd, Mead & Co., 1961. (Part II.)

    (5) Rucker, W. R. Curriculum development in the elementary school. New York: Harper and Row, 1960. (Chapter 3.)

  b. Other material

    (1) Demonstration video tapes.

    (2) Video equipment for micro-teaching activities.

  c. Field experiences

    (1) Observation in assigned classroom.

    (2) Tutorial activities in community centers.

C. Teaching Strategies - Reaching Tentative Conclusions

(Secondary)

1. Major Concepts

  a. The quality of a conclusion reached by participants in a learning situation may be determined by the adequacy of the evidence upon which the conclusion is based and the harmony of the conclusion with such evidence.

b. In any given instructional unit, a teacher's conclusions, as well as those of pupils, must be judged for validity by the same criteria of adequacy and harmony of data.

2. Pertinent Activities

a. Observation and participation in assigned schools.

b. Seminar discussion of the following:

(1) Does every pupil have a right to his own opinion concerning a given problem?

(2) If opinions differ, how might these differences be resolved?

(3) Which method appears to be more nearly consistent with your assumptions regarding the teaching-learning process?

(4) What seems to constitute the most logical basis for reaching conclusions?

(5) If the teacher always right?

(6) Is the teacher right more often than pupils?

(7) If pupils and teacher disagree on the solution to a problem, whose conclusion should prevail? Why? (Bayles, 1960, 1966; Dewey, 1919; Wayne, 1963)

c. View and analyze video tapes related to major concepts.

d. Seminar discussion of techniques for tentative conclusions.

e. Development of lesson plans for micro-teaching session on Reaching Tentative Conclusions. (See Illustrative Materials, p. 72)

f. Micro-teaching activities

  (1) Teaching session

  (2) Critique by staff and students (See Illustrative Materials, p. 74)

  (3) Reteaching session

3. Resources

  a. Books

    (1) Association for Supervision and Curriculum. Perceiving, behaving, and becoming. Washington: 1962 Yearbook.

    (2) Bayles, E. The theory and practice of teaching. New York: Harper and Row, 1950.

    (3) Bayles, E. Democratic educational theory. New York: Harper and Row, 1960.

    (4) Bayles, E. Pragmatism in education. New York: Harper and Row, 1966.

    (5) Dewey, J. Democracy and education. New York: The MacMillan Company, 1916.

    (6) Hullfish, G. H., & Smith, P. G. Reflective thinking. New York: Dodd, Mead & Co., 1961.

    (7) Liberman, M. J. The future of public education. Chicago: Chicago University Press, 1960.

    (8) Wayne, J. P. Theories of education. New York: Harper and Row, 1963. (Chapters 6 and 7.)

  b. Other material

    (1) Demonstration video tapes.

    (2) Video equipment for micro-teaching activities.

  C. Field experiences

    (1) Observation in assigned classroom.

    (2) Tutorial activities in community centers.

ILLUSTRATIVE MATERIAL FOR TEACHER EDUCATION

Trouble in River City*

Mabel Anderson, a recent graduate from Midwest State Teachers College and professional teacher by act of the State of Missouri, has accepted a teaching position in River City where her husband is employed as an engineer. Mabel grew up in a small town and was interested in Girl Scouts and religious activities. At seventeen, she enrolled at Midwest, participated in a traditional teacher education program, and student taught in a typical college laboratory school. Upon signing a contract with the River City School System, she was assigned to teach fifth grade in an inner-city school.

At the end of the first semester, she returned to Midwest State Teachers College for a visit with some of the educational staff. She related the following story to her former Educational Psychology instructor.

I have a 12-year-old girl in my class who is fully developed sexually. I noted that while we read our English assignment she was reading a magazine slipped in behind her reader. I discovered that she was studying certain diagrams involving the sexual organs of both male and female.

I spoke to her, knowing that she was not doing satisfactory work either in my class or in other classes. When I asked her if I couldn't help her understand some of the material, she became frightened and said, "Please don't tell my Mummy about this."

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*Sample of a case study dealing with the first major concept encountered in the course--focus and function of a teacher. See page 14 for use in class discussion.

"What seems to be the trouble, dear," I asked.

"Mummy would break my neck if she knew I was reading this stuff. She's hollered at me and said she'd punish me if she ever caught me reading it," the girl told me.

"Please, please, don't tell her."

She would talk to the other children about friends in her neighborhood who were coming home with babies; that's the one thing the girl seemed interested in. She was a terribly, terribly disturbed child.

I knew this was a problem that needed attention, and I asked the supervisor what I could do. The supervisor didn't seem to be interested.

"I don't think we ought to get into this. This is not a matter for the classroom," she said.

"Well, it certainly is a matter for someone," I replied.

"Well, go see the principal if you want to."

The next day I saw the principal. I told him the little girl needed attention and asked if I could go with the child to see her mother.

The principal said, "We don't want any more neighborhood troubles and complaining parents on our hands. A bond issue is coming up and her mother could cause a lot of trouble. You'd better let the whole thing alone," the principal replied.

Something should be done because this little girl could fail and become very neurotic. I don't think she ought to be left along--somebody must give her help.

It's gotten so that I no longer enjoy my dinner, and I can't sleep nights because I worry about this kid, I simply don't know what to do.

See page 26 for use in class discussion.

MICRO-TEACHING ACTIVITIES*

Establishing Set

The term "set" refers to establishment of a cognitive rapport between pupils and teacher to obtain immediate involvement in the lesson. Experience indicates a direct relationship between effectiveness in establishing set and effectiveness of the total lesson. If the teacher succeeds in creating a positive set, the likelihood of pupil involvement in the lesson will be enhanced. An example of positive set would be the use of analogies having characteristics similar to the concept, principle, or central theme of the lesson.

Examples of Ways to Establish Set

Each of the following sets was designed: to increase attention to the task; and to increase pupil response to the task.

1. As you read this chapter on the Civil War, think about how you would have gone about stopping the war if:
    a. You had a million dollars.
    b. You were intelligent.
    c. You had a cloak of invisibility.
2. As you read Turn of the Screw, try to decide if this is a ghost story or the author was neurotic.
3. Present a sample of a good book report before the class begins

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*Editor's Note: The basic pattern for micro-teaching activities in the Cooperative Urban Teacher Education program is based on work done previously at Stanford University. (Micro-Teaching: A Description. Stanford University, 1968.)

work on their own book reports. (This example is called a facilitating set and is usually quite effective in obtaining a desired response.)

4. We are going to take a trip to Rome, but don't want anyone to know that we are Americans. How should we dress, act, etc.? What small things do you think might give us away? Now read...
5. Analogy: Debate is like an argument with parents--each side tries every trick to win.
6 To establish set for the study of government, have students make up a series of questions on the constitution, and administer the test to members of the community.

Activities for Which Set is Appropriate

1. At the start of a unit.
2. Before a discussion.
3. Before question-answer recitation.
4. Giving a homework assignment.
5. Before leading a panel discussion.
6. Before student reports.
7. When assigning student reports.
8. Before a filmstrip.
9. Before discussion after a filmstrip.
10. Before a homework assignment based upon the discussion of a filmstrip.
11. Before a discussion based upon the homework in item 10.

OBSERVER'S EVALUATION OF MICRO-TEACHING LESSON

TEACHER ____________________ SUBJECT/GRADE ____________________

OBSERVER ____________________

TEACH ____________________ RETEACH ____________________

Establishing Set

1. The teacher created a positive set (through the use of pictures, analogies, lecture, reading assignment, book report, committee presentation, movie, or filmstrip.) Be specific.

2. The teacher's method of introducing the lesson helped pupils become interested in the concept, principle, or central theme of the lesson.

3. The teacher gave the pupils some guides or cues in the introduction which were helpful in understanding the lesson. Be specific.

4. The teacher's introduction helped the pupils remember material presented in the body of the lesson.

Comments:

See page 35 for use in class discussion.

QUESTIONING AND PROBING TECHNIQUES

There are numerous levels of questions ranging from relatively simple "memory-level" to those of a higher order requiring "reflective-level" thinking. (Bigge, 1964, Chapter 11) Too often when teachers lecture they spell out the answers, instead of asking questions which can prompt students to answer. It is necessary sometimes for a teacher to make a conscious effort to increase the number and variety of questions.

Higher order questions are those which call for more than a memorized supply of answers or simple sensory descriptions. These questions are answered by finding a rule or principle, and indicating a relationship to the material being studied. Although some teachers intuitively ask higher order questions, far too many teachers pose questions which require only the simplest cognitive activity on the part of the students.

Probing Techniques

To ask higher order questions, teachers may use probing techniques. Five illustrations of probing techniques include:

1. Asking pupils for more information and/or more meaning.
2. Requiring the pupil to rationally justify his response.
3. Refocusing pupil or class attention on a related issue.
4. Prompting the pupil or giving him hints.
5. Bringing other pupils into the discussion by asking them to respond to the first pupil's answer.

Since interpretation abilities function in listening, the use of questioning techniques should begin in kindergarten and progressively become more sophisticated or complex as the child matures.

The teacher might, as an example, read aloud to a kindergarten child or have the child "read" a picture. Through skillful questioning, the child may react by:

1. Using imagery to describe what he sees, hears, smells, tastes, and feels. (There may be verbal responses, illustrations, or written reactions if the maturity level does not preclude it.)

   --"Close your eyes and tell us what you can see in sweetland."
2. Anticipating outcomes where an attempt is made to determine what is to follow.

   --"What do you think he said then?"

   --"Now, what do you suppose happens next?"

   --"What reasons can he give for the torn shirt?"
3. Making inferences when ideas, meanings and impressions are deducted from what is implied.

   --"What has made him feel as he does?"

   --"If he took the pencils again after having been told not to, what is apt to happen?"

   --"What is the difference between ___ and ___?"

   --"If (thus and so) is true, then what does this show?"

If a child is to realize his individual potential, it is of prime importance he develop the abilities to think interpretively and react critically.

OBSERVER'S EVALUATION OF MICRO-TEACHING LESSON

TEACHER ______________________________ SUBJECT/GRADE ______________________

OBSERVER ____________________________

TEACH ________________________________ RETEACH ____________________________

Questioning Techniques

A. PROBING

1. The teacher asked pupil for more information and/or more meaning. Be specific.

2. The teacher required the pupil to justify rationally their responses. Be specific.

3. The teacher refocused pupil or class attention on a related issue. Be specific.

4. The teacher prompted the pupils or gave them hints. Be specific.

5. The teacher brought other pupils into the discussion by asking them to respond to the first pupil's answer. Be specific.

B. RECITATION

List some examples of recitation-type questions where only literal comprehension was necessary. Be specific.

Comments:

See page 41 for use in class discussion.

REINFORCEMENT

Specific teaching skills must be developed. A skill considered to be of positive value to every teacher is that of reinforcement. This skill is regarded: as necessary to increase student participation, and as having important effects on learning outcomes.

This micro-teaching session enables teachers to analyze the kinds of pupil-teacher interaction which characterize their teaching. Controlling a pupil's participation is one important variable to learning successfully. Through micro-teaching, one has the opportunity to practice different techniques for encouraging or discouraging classroom interaction, and to gain insight into causal relationship between a series of teacher-pupil interactions. When a teacher develops the skill to analyze and control use of accepting and rejecting remarks, positive and negative reactions, and patterns of reward and punishment, he has taken a major step toward effective teaching.

Reinforcement may be divided into several categories:

1. Positive nonverbal reinforcement.
   --Nods and smiles.
   --Teacher moves toward pupil.
   --Teacher keeps eyes on pupil.
   --Teacher writes the pupil's response on the blackboard.
2. Positive verbal reinforcement. Teacher uses such words and phrases as "good," "fine," "excellent," "terrific," "correct," or verbally indicates pleasure at the pupil's response.

It should be noted, also, that there are actions and responses by the teacher which act as negative reinforcement and tend to decrease a pupil's participation.

For example:

--Scowls or frowns.

--Teacher moves away from pupil.

--Teacher's eyes not on pupil.

--Teacher makes responses such as "no," "wrong," and "that's not right."

--Teacher uses expressions of annoyance or impatience.

OBSERVER'S EVALUATION OF MICRO-TEACHING LESSON

TEACHER ______________________________ SUBJECT/GRADE ______________________

OBSERVER ____________________________

TEACH ________________________________ RETEACH ____________________________

Reinforcement Skills

Positive Verbal Reinforcement

1. When a pupil answered a question correctly or asked a good question, the teacher answered him with such words as "Fine," "Excellent," "Good," or "Terrific."

   Examples (be specific):

Positive Teacher Nonverbal Reinforcement

2. The teacher encouraged the pupils' comments and answers by nonverbal cues such as smiling, nodding his head, writing the pupils' answers on the blackboard, moving toward the pupil, and eye contact.

   Examples (Be specific):

Negative Teacher Reinforcement

3. The teacher discouraged students by using comments such as "No," "Wrong," "That's not it," "Of course not," or by verbally expressing negative feeling, frowning--scowling--using expressions of annoyance or impatience.

   Examples (be specific):

Enthusiasm

4. The teacher enthusiastically responded to the students' questions and comments.

   Examples (be specific):

Comments:

See page 48 for use in class discussion.

LECTURE AND USE OF TEACHING AIDS

There are two types of lecturing--formal and informal--both are important and necessary parts of a class day.

Formal lectures refer to verbal presentations of subject matter organized formally and unsupported by other learning media (lasting not less than fifteen to twenty minutes).

Informal lectures refer to presentations utilizing audio-visual media and allowing student interruptions for questions and clarification.

There are two main questions to be considered: When is lecturing effective; and how to lecture effectively?

Why or When to Use Lecturing

1. To present *information which is not accessible* to the pupils.
2. To *reinforce* written work.
3. To *save time*.
4. To create a *change of pace*, or the stimulus situation might be varied.
5. To *inform learners of the expected outcomes*. For example: "We are going to take up a particular topic in which we are going to concentrate on _____ and _____ will be expected of you."

How to Lecture Effectively

1. Consider the vocabulary used in the lecture. As the teacher, you can only communicate to pupils on their language level. In other words, if you note that slow learners are not verbal, then

in most cases a lecture to them may be very wasteful. For a slow learner cannot respond to the concentrated medium of a lecture. Informal lecturing techniques with teaching aids might be employed very frequently with inner-city children.

2. Ideally, pupils must be prepared for this teaching technique. For those pupils who do not have listening skills, the teacher should provide, prior to the presentation, practice sessions for listening. For example: Teach students to "listen for main ideas."
3. Older pupils must be taught how to take notes effectively, so that note-taking will not obstruct their learning. Students need to be shown how to recognize main ideas and translate them into notes. The teacher might ask early in the lecture, "What do you think the main idea is so far?"
4. Try to have audience appeal--warmth, friendliness, and confidence.
5. Speak in a voice which is clear and easily understood.
6. Choose correct words, enunciate, pronounce carefully, and use meaningful figures.
7. Redundancy and repetition are used to clarify and reinforce major ideas, key words, principles, and concepts in a lecture. This very powerful technique should be used in focusing and highlighting important points and describing them from a different point of view. (Improper use of this skill can cause confusion and lack of meaning for pupils.)

   There are two main varieties of repetition: literal repetition (using simple, massed, distributed, and accumulative repetition), and figures of speech (metaphors, analogies, verbal emphasis, focusing, gestures, and visual highlighting).

8. Planning is the first criterion of the well-developed lecture. To make the lecture effective, objectives have to be sharply defined, development of main points also must be sharply defined, and the supporting evidence well organized.
9. Pacing, which includes varying the stimulus, using different visual materials, and lowering or changing the pitch of the voice, is the second criterion. Example: Newscasters use a rapid cadence of words, slowing down and speeding up. In other words, they are varying the stimulus that they give to their audience. In micro-teaching, spend about one minute telling the pupils what you are going to tell them (establishing set or set induction); about three minutes lecturing (using teaching aids); and about one minute reviewing, explaining what you have already told them. (This brings in the concept of closure which we are going to study next week).

Suggestions

1. Visuals will enhance a presentation. Presentations might be supplemented with written handouts, film strips or by use of an overhead projector. The main point is that teaching aids should be a complement and not a substitute for the lecture. Be certain that using the aids enhance the learning situation for the pupil.
2. Participation should be encouraged. If pupils do not understand points they should be encouraged to raise their hands and ask questions.

OBSERVER'S EVALUATION OF MICRO-TEACHING LESSON

TEACHER ______________________ SUBJECT/GRADE ____________________

OBSERVER ____________________

TEACH ______________________ RETEACH ____________________

Lecturing and Use of Teaching Aids

1. How did the teacher establish set? In what way were the objectives sharply defined? Be specific.

2. Describe some of the main points of the teacher's lecture. Be specific.

3. How did the teacher change the stimulus situation throughout the lecture? (gestures, rapid cadence, pausing techniques, moved about.)

4. What were some examples of the use of repetition for reinforcing major ideas, key words, concepts? Be specific.

5. Comment on the teacher's audience appeal, voice, and word selection.

6. In what way did the teacher evaluate or determine the positive learning outcomes of the lecture? Be specific.

7. What teaching aids were used in order to make the presentation more meaningful? Did they clarify and emphasize the main ideas of the lecture? Be specific.

Comments:

See page 53 for use in class discussion.

CLOSURE

The skill of achieving closure is complimentary to establishing set. Closure, attained when the major purposes and concepts of a lesson, or portion of a lesson, are judged learned, is utilized so that the pupil can relate new knowledge to past knowledge.

Closure, then, is more than a quick summary of the ground covered in a lesson. In addition to binding major points together and serving as a cognitive link between past knowledge and new knowledge, closure provides the pupil with a needed feeling of achievement. Closure is not limited to the completion of a lesson. It is also needed at specific points within the lesson so that pupils may know where they are and where they are going. If the planned lesson is not completed, closure can still be attained by drawing attention to what has been accomplished.

Suggestions for Attaining Closure

A. Draw attention to the completion of the lesson or part of the lesson.
    1. Provide consolidation of concepts and elements which were covered before moving to subsequent learning.
    2. Relate lesson to the original organizing principle.
    3. Review major points using an outline.
    4. Summarize discussion including the major points which are covered by the teacher and class.
    5. Develop all the elements of the lesson into a new unity.
    6. Review major points throughout the lesson.

B. Make connections between previously known material, currently presented material, and future learning.

   1. Review sequence which has been followed in moving from known to new material.
   2. Apply what has been learned to similar examples and cases.
   3. Extend material covered to new situations.

C. Allow students opportunity to demonstrate what they have learned.

   1. Provide for pupil practice of new learning.
   2. Provide for pupil summary.

D. Developing unsuspected closure.

   1. Help students to take what has been presented and to develop this material into a new, and unsuspected, synthesis.

OBSERVER'S EVALUATION TO MICRO-TEACHING LESSON

TEACHER ______________________________ SUBJECT/GRADE ______________________

OBSERVER ____________________________

TEACH ________________________________ RETEACH ____________________________

Closure

1. The teacher provided consolidation of concepts and ideas which were covered before moving to subsequent learning.

2. The teacher reviewed the major points and ideas throughout the lesson.

3. The teacher made connections between previously known material, currently presented material, and future learning.

4. The teacher allowed students the opportunity to demonstrate what they have learned, e.g., provide for pupil summary or provide for pupil practice of new learning.

5. The teacher, or students, summarized the class discussion including the major points which were covered by the teacher and class.

Comments:

MAJOR CONCEPTS RELATED TO THE DEVELOPMENT OF SOCIOLOGICAL CONTENT

MAJOR CONCEPTS RELATED TO THE DEVELOPMENT OF SOCIOLOGICAL CONTENT

By Terry Carlson*

The content of the sociology portion of Cooperative Urban Teacher Education is designed to aid the student-teacher in exploring facets which impinge on inner-city education:

(1) The school,
(2) the culture of the inner-city community,
(3) the sociological aspects of teaching and learning styles appropriate to the inner-city setting,
(4) the social philosophy of the teachers, and
(5) the nature of social deviance in the inner-city.

The methodological approach is two-fold: (1) conceptual or academic, and (2) experiential or application. The former deals with concepts, principles, and analysis presented in seminars; the latter is concerned with activities which supplement or complement the seminars. To a large extent, the activities are a form of "sensitivity training" designed to minimize cultural shock, aid the student teacher in interpreting the world through the eyes of the pupils, and provide an experiential base for applying the concepts and principles to field observations. Consequently, one can "see" and interrelate what would ordinarily be isolated experiences, and the sociocultural frame of reference can take on an added dimension through conceptual application to education in its environmental context.

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*Many structural components of this paper have been adapted from the original design developed by Mr. Al Sargis, former sociologist with the CUTE Program.

STAGE I - WHERE DO I STAND?

The student teacher assigned to the inner city is immediately faced with two major problems: (1) How to relate to the "inner city," and (2) how to relate to the assigned school.

The recruitment of student teachers for the inner city generally reaches to the middle and upper-middle class. These students have little or no exposure to the lower class culture. Thus, the fear of an alien culture has caused student teachers to be reluctant to engage actively in various experiences of inner-city life. This has necessitated, in the initial stages of the program, an orientation to the inner city.

A. Sociological Orientation to the Inner City

1. Major Concept

   Understanding the meaning of "inner city" will enable the student to begin immediate involvement with purposeful direction.

2. Pertinent Activities

   a. In the initial seminar session, the lecture and group discussion focus upon the following questions:

      (1) What does the concept "inner city" mean?

      Particular sociological concepts relevant to this question are: Components of the ecological system, ecological processes, (centralization, decentralization, segregation, invasion, and succession), and ecological patterns of urban growth (concentric zone, sector, theory, multiple nuclei). (Gist and Fava, 1964, pp. 95-116)

(2) What are some of the characteristics of the inner city? (Clinard, 1966, pp. 3-23; Hunter, 1964)

(3) How are boundaries of the "inner city" determined? Is there a general consensus of the boundaries? Students may find it interesting to discover how various agencies or institutions (e.g. Labor Department, Office of Economic Opportunity, and board of education) define the boundaries of the inner city.

(4) What types of institutions or agencies are there that specifically serve the inner city? (See Illustrative Materials, Diagram 1, p.100)

This diagram illustrates various organizational structures that support the inner-city individual.

(5) What types of ethnic and racial groups are found in the inner city? Where are they located and how large are they?

This discussion is designed to expose the student teachers to the composition of the inner city and ecological distribution. Also, it is helpful to point out any significant patterns of residential change that may illustrate ecological processes discussed in the first question.

b. Presentation and discussion of film.

Portrait of the Inner City. Illustrates what life is like in the inner city.

c. Seminar discussion led by a person, familiar with the dynamics of inner-city culture, and who can provide suggestions on the "do's" and "don'ts" of inner-city involvement.

d. Field trips to the inner city. Provide students with maps indicating boundaries of the inner city so they can follow the route and mark places of interest (e.g. location of ethnic groups, schools, changes occurring in the residential patterns, etc.).

c. Assignments

(1) Reading material

(2) Field experiences

a Assignment of student teacher to community center. Usually these centers will have a special activity in progress (e.g. tutoring, recreation, community organizing, etc.) which will allow each pupil to have immediate interaction with inner-city people under controlled conditions.

b It may also be beneficial to student teachers to assign a resource person (e.g. Vista worker) to work with students on a "one-to-one" basis. Such a consultant may provide a sense of security for the student and may initiate important contacts.

c Begin the community analysis study (see Appendix: "Student Study Guide").

3. Resources

a. Books

(1) Clinard, M. B. Slums and community development. New York: The Free Press, 1966. (pp. 3-23)

(2) Gist, N. P., & Fava, S. F. Urban society. New York: Thomas Y. Crowell Co., 1964. (pp. 95-116)

(3) Hunter, D. R. The slums: Challenge and response. New York: The Free Press, 1964.

b. Film

Portrait of the Inner-City

c. Consultants

Vista Volunteer, Office of Economic Opportunity worker, or interested lay people of the low-income community.

d. Field experiences

(1) Tour of the inner-city community

(2) Assignment to community centers

(3) Community analysis study

B. Social Organization of the School

1. Major Concept

A knowledge of the social and power structure of the educational system will enable the student teacher to alleviate many fears and uncertainties in a new situation, as well as permit more control over the school environment.

2. Pertinent Activities

By the second week, the students have spent several full days observing in their assigned schools. (See time schedule) The early encounters in the school quickly awaken students to the complexity of the system. This experience provides a background for discussing the organizational aspects of the school system.

a. Seminar discussions of the following questions:

(1) What is the organizational structure of the school system? A brief introduction to the concept of bureaucracy (Gerth and Mills, 1958, Chapter 8) provides a basis for discussing

the school as a complex formal organization. (Hansen and Gerstl, 1967, pp. 156-218; Pavalko, 1968, pp. 20-26, and pp. 422-449) A schematic diagram of a large metropolitan educational system illustrates vividly the formal organization of the school system.

(2) What alternative structures are possible?

(3) How is the teacher's role structured within the school and community environment?

Particular topics of interest are: Social roles of the teacher in the community and school (Havighurst and Neugarten, 1957, pp. 431-453), in the classroom (Bell, 1962, pp. 327-336), and role conflicts and strains (Charters and Gage, 1963, pp. 309-318; Corwin, 1965, Chapters 8 and 9; Pavalko, 1968, pp. 483-495.)

(4) In what ways does the informal structure function in the school system?

There are numerous documented materials that discuss peer group influences and educational achievement (Alexander and Campbell, 1957, pp. 704-712; Buswell, 1953, pp. 37-52; Kraus, 1964, pp. 867-879; McDill and Coleman, 1965, pp. 112-126), as well as the usage of informal leadership towards positive ends (Corwin, 1965, p. 269).

(5) What is the nature of the inner-city school and what problems confront it? (Dentler, 1967; Kerber, 1965).

b. Presentation and discussion of film.

Portrait of an Inner-City School. Describes the nature of the inner-city school.

c. Seminar discussions led by:
    - (1) Representatives of ethnic groups who are aware of current problems facing the educational system.
    - (2) Representatives from several professional education organizations who can illuminate problems faced by teachers and suggest solutions.

d. Field trips to the board of education where students may examine the bureaucratic structure of a system in operation.

e. Assignments
    - (1) Reading material
        - *a* Articles: "The School as a Formal Organization" (Goslin, 1965, pp. 131-149), and "Our Demoralizing Slum Schools" (Kerber and Bommarito, 1965, pp. 56-66).
        - *b* Sociology and education (Stalcup, R. J.)
    - (2) Field experiences
        - *a* In their assigned schools students will look for particular types of behavior that will be of sociological importance in understanding the organization of the school.
        - *b* Continue to work in community centers.

3. Resources

a. Books and magazines
    - (1) Alexander, N. Jr., & Campbell, E. Q. Peer influence on adolescent educational aspirations and attainment. *American Sociology Review*, December 1957, 22.
    - (2) Bell, R. (Ed.) *The sociology of education*. Homewood, Ill.: Dorsey Press, 1962.

(3) Buswell, M. Relationship between the social structure of the classroom and the academic success of the pupils. *Journal of Experimental and Education*, September 1953, 22.

(4) Charters, W. W. Jr., & Gage, N. L. (Eds.) *Readings in the Social Psychology of Education*. Boston: Allyn and Bacon, 1963.

(5) Corwin, R. G. *A sociology of education*. New York: Appleton-Century-Crofts, 1965.

(6) Dentler, R. A. *The urban R's race relations as the problem in urban education*. New York: Frederick A. Praeger, 1967.

(7) Gerth, H. H., & Mills, C. W. *From Max Weber: Essays in sociology*. New York: Oxford Press, 1958.

(8) Goslin, D. A. *The school in contemporary society*. Chicago: Scott, Foresman & Co., 1965.

(9) Hansen, D. A., & Gerstl, J. E. (Eds.) *On education: Sociological perspectives*. New York: John Wiley and Sons, 1967.

(10) Havighurst, R. J., & Neugarten, B. L. *Society and education*. Boston: Allyn and Bacon, 1957.

(11) Kerber, A., & Bommarito, B. (Eds.) *The schools and the urban crisis*. New York: Holt, Rinehart, and Winston, 1965.

(12) Krauss, I. Sources of educational aspirations among working class youth. *American Sociological Review*, December 1964, 29.

(13) McDill, E. L., & Coleman, J. Family and peer influences in college plans of high school students. *Sociology of Education*, Winter 1965, 38.

(14) Pavalko, R. M. (Ed.) *Sociology of education*. Itasca, Ill.: F. E. Peacock Pub., 1968.

(15) Stalcup, R. J. *Sociology and education*. Columbus, Ohio: Charles E. Merrill, 1968.

b. Film

Portrait of an Inner-City School.

c, Consultants

(1) Representatives of ethnic groups within the inner city.

    - (2) Representatives from professional education organizations.

- d. Field experiences
    - (1) Participation in community centers.
    - (2) Observation in assigned schools.
    - (3) Tour of board of education offices.

STAGE II - HOW ADEQUATE AM I?

The alleviation of this concern consumes a major portion of the instructional time. Many student teachers begin to question their ability to become effective inner-city teachers. This concern stems from little knowledge about the social world of the inner-city child; and, consequently, the inability to perceive the child's world through the child's own eyes. To resolve this difficulty, sociology content emphasizes through seminars and field experiences the culture of the inner city. In addition, efforts are made to link these experiences to effective teaching techniques for inner-city pupils.

A. The Culture of the Inner-City

1. Major Concept

   A knowledge of the sociocultural environment of the inner city will aid the teacher in understanding the child and his behavior.

2. Pertinent Activities

   a. Seminar discussions to consider the following questions:

      (1) What is the nature of the socioeconomic system of American society?

      Many students have never seriously studied the class structure of American society; nor are they aware of how the poor fit into this system. It is useful to consider the following concepts: Stratification,(Hodges, 1964, pp. 1-61; Lasswell, 1965, pp. 10-12; Tumin, 1967, pp. 1-46); class structure of American society, (Cuber, 1963, pp. 449-457; Hodges, 1964, pp. 8-16; Kahl, 1965, pp. 1-18; Lasswell, 1965, pp. 34-68),and determinants of social class (Hodges, 1964, pp. 78-101; Lasswell, 1965, pp. 77-95).

(2) What is the nature of poverty and what can be done to alleviate it? (Ferman, 1965; Lens, 1969; Seligman, 1968).

(3) What implications does social class have for education? (Herriott and St. John, 1966; Roberts, 1967; Sexton, 1961; Thomas, 1965).

(4) What are the cultural characteristics of the poor? Pertinent topics relating to the question are: culture concept, (Chase, 1963, pp. 61-73; facts about culture (Thompson, 1964, pp. 18-22), life chances of lower class (Rainwater, 1960; Tumin, 1967, pp.55-65; Will and Vatter, 1965, pp. 119-128), life styles of lower class (Hodges, 1964, pp. 130-171; Tumin, 1967, pp. 66-80), and value orientations of lower class (Hodges, 1964, pp. 195-525; Kahl, 1965, pp.184-217; Miller and Riessman, 1968, pp. 27-64).

(5) What racial, ethnic, and socioeconomic variations exist within the inner city, and how do these trigger diverse subcultures with different orientations and needs?

Diverse subcultures include:

Mexican-American (Heller, 1966; Marina, 1958, pp. 167-181; Webster, 1966, pp. 137-140), Negroes (Billingsley, 1968; Frazier, 1966; Silberman, 1964; Suttles, 1968; Webster, 1966, pp. 141-160), Italians (Gans, 1962; Gottlieb, 1964, pp. 219-247).

(6) In what ways do various racial and ethnic subcultures encounter prejudice and discrimination?

Pertinent topics relating to the question are:

Definition of prejudice (Allport, 1958, pp. 3-27; Simpson and Yinger, 1965, pp. 9-14), causes of prejudice (Simpson and Yinger, 1965, pp. 49-129), ways of reducing prejudices (Berry, 1965, pp. 319-325; Simpson and Yinger, 1965, pp. 491-546), nature and forms of discrimination (Rose and Rose, 1965, pp. 143-238; Simpson and Yinger, 1965, pp. 304-347, & pp. 388-462).

(7) Assimilation or pluralism?

Discussion focuses on what is happening to each of the subcultures and their relationship to the dominant culture. It also explores the trend and nature of assimilation in American society (Gordon, 1964; Mack, 1968; Rose and Rose, 1965, pp. 285-287).

(8) What is the nature of the adolescent subculture?

Discussion includes not only a description analysis of the teenage culture, but also a consideration of its impact on education (Sebald, 1968, pp. 197-347; Webster, 1966, pp. 161-174).

b. Presentation and discussion of the following films.

(1) The Cities and the Poor (Excellent for discussing the problems of our poor.)

(2) The Hard Way (Compares the poor of today with those of past generations.)

(3) Phyllis and Terry (A vivid description of slum life.)

(4) The Future and the Negro (Excellent when seminars pertain to Negro subculture.)

(5) Felicia (Illustrates what it is like to live in a segregated subculture.)

c. Panel discussions designed to present information on the major subcultures in the inner city.

d. Role playing of various racial attitudes.

(1) Black militant

(2) White supremist

(3) Integrationist

e. Administer tests to introduce stratification and the culture of the poor.

(1) Measure of the student's social class.

(2) Measure of the student's knowledge about the poor.

(3) CUTE designed "Inner-City I.Q." test illustrating the particular vernacular of inner-city inhabitants.

f. Assignments

(1) Reading materials

Books: The urban villagers (Gans, H.)

(2) Field trips

a Tour of Urban Renewal Areas and housing projects. At the conclusion of the tour, representatives from various organizations combating poverty and from the low-income community may speak on local problems.

b Visit local civil rights groups. Speakers include representatives of various civil rights organizations.

3. Resources

a. Books and magazines

(1) Allport, G. W. The nature of prejudice. Garden City, New York: Doubleday & Co., 1958.

(2) Berry, B. Race and ethnic relations. Boston: Houghton-Mifflin Co., 1965.

(3) Billingsley, A. Black families in white America. New York: Prentice-Hall, 1968.

(4) Chase, S. The proper study of mankind. New York: Harper and Row, 1963.

(5) Cuber, J. Sociology. New York: Meredith Publishing Co., 1963.

(6) Ferman, L. A. (Ed.) Poverty in America. Ann Arbor: University of Michigan Press, 1965.

(7) Frazier, F. The Negro family in the United States. Chicago: University of Chicago Press, 1966.

(8) Gans, H. J. The urban villagers. New York: Free Press, 1962.

(9) Gordon, M. Assimilation in American life. New York: Oxford University,Press, 1964.

(10) Gottlieb, D., & Ramsey, C. E. The American adolescent. Homewood, Ill.: Dorsey Press, 1964.

(11) Heller, C. S. Mexican-American youth: Forgotten youth at the crossroads. New York: Random House, 1966.

(12) Herriott, R. C., & St. John, N. H. Social class and the urban school. New York: John Wiley and Sons, 1966.

(13) Hodges, H. M. Jr., Social stratification. Cambridge, Mass.: Schenkman Publishing Co., 1964.

(14) Kahl, J. A. The American class structure. New York: Holt, Rinehart, and Winston, 1965.

(15) Lasswell, T. E. Class and stratum. New York: Houghton-Mifflin Co., 1965.

(16) Lens, S. Poverty: America's enduring paradox. New York: Thomas Y. Crowell Co., 1969.

(17) Mack, R. W. Race, class, and power. New York: American Book Co., 1968.

(18) Marina, R. F., Malfonado-Sierra, E. D., & Trent, R. D. Three basic themes in Mexican and Puerto Rican family values. Journal of Social Psychology. November 1958, 48.

(19) Miller, S. M., & Riessman, F. Social class and social policy. New York: Basic Books, 1968.

(20) Rainwater, L. And the poor get children. Chicago: Quadrangle Books, 1960.

(21) Roberts, J. I. (Ed.) School children in the urban slum. New York: The Free Press, 1967.

(22) Rose, A. M., & Rose, C. B. (Eds.) Minority problems. New York: Harper and Row, 1965.

(23) Sebald, H. Adolescence: A sociological analysis. New York: Appleton-Century-Crofts, 1968.

(24) Seligman, B. B. Permanent poverty: An American syndrome. Quadrangle Books, 1968.

(25) Sexton, P. C. Education and income: Inequalities of opportunity in our public schools. New York: Viking Press, 1961.

(26) Silberman, C. E. Crisis in black and white. New York: Random House, 1964.

(27) Simpson, G. E., & Yinger, J. M. Racial and cultural minorities. New York: Harper and Row, 1965.

(28) Suttles, G. The social order of the slum. Chicago: University of Chicago Press, 1968.

(29) Thomas, R. M. Social differences in the classroom: Social class ethnic and religious problems. New York: David McKay Company, 1965.

(30) Thompson, A. W. Gateway to the social sciences. New York: Holt, Rinehart, and Winston, 1969.

(31) Tumin, M. M. Social stratification. New York: Prentice-Hall, 1967.

(32) Webster, S. W. The disadvantaged learner: Knowing, understanding, educating. San Francisco: Chandler Pub. Co., 1966.

(33) Will, R. E., & Vatter, H. G. (Eds.) Poverty in affluence. New York: Harcourt, Brace and World, 1965.

b. Films

(1) Cities and the Poor. (Part I and II) National Educational Television.

(2) The Hard Way. National Educational Television.

(3) Phyliss and Terry. Center for Mass Communication, Columbia University Press.

(4) The Future and the Negroes. National Educational Television.

(5) Felicia. Stuart Roe.

c. Speakers

(1) Representatives of low-income community

(2) Representatives from civic and social welfare organizations working on inner-city problems

(3) Representatives from civil rights organizations

d. Field experiences

(1) Tour of urban renewal areas

(2) Visits to headquarters of civil rights organizations

(3) Participation in community center activities

B. A Sociological Approach to Teaching the Inner-City Child

1. Major Concept

Effective teaching may be facilitated by (1) knowing how to employ the learning styles of the poor, and (2) making explicit the goal-assumptions of the teacher.

2. Pertinent Activities

   a. Group discussion and lectures to consider the following questions:

      (1) Who are the culturally disadvantaged?

      An excellent way to introduce this topic is to pose the question--is it possible to be culturally deprived? Mackler and Giddings' article "Cultural Deprivation: A Study of Mythology" can be used as a point of reference. (Mackler and Giddings, 1965, pp. 608-613) Eventually, discussion should include the social characteristics of the disadvantaged (Fantini and Weinstein, 1968, pp. 1-39; Havighurst, 1964, pp. 210-217; McClosky, 1967; Riessman, 1962, pp. 1-35), positive as well as the negative characteristics of the disadvantaged (Riessman, 1962, pp. 128-138), and ways in which cultural deprivation effects learning (Deutsch, 1967, pp. 39-57; Gottlieb, 1964, pp. 345-353; Keach, 1967, pp. 156-161; Riessman, 1962, pp. 210-213).

      (2) In what ways do teachers with middle-class orientation interrupt lower-class behavior, and what is the effect in terms of student self-image and alienation?

      There are numerous studies that reveal teachers' attitudes toward lower-class pupils. (Davidson and Lang, 1960, pp. 107-148; Gottlieb, 1964, pp. 345-353; Riessman, 1962; Ulibarri, 1960, pp. 49-55).

      (3) What teaching strategies are congruent with the orientation, needs, and interest of the disadvantaged?

Various authors have suggested numerous ways to utilize the characteristics of the poor for effective learning situations. (Keach, 1967, pp. 467-475; Reissman, 1962, pp. 30-35, pp. 60-62, & pp. 63-80; Webster, 1966, pp. 476-482).

(4) What are the values and goal-assumptions of the teacher? (Dahlke, 1958, pp. 3-68; Kneller, 1964, Chapter 7; Thomas, 1965).

b. Presentation and discussion of the following films.

(1) Children Without. (Discusses the educational problems of the disadvantaged)

(2) Worlds Apart. (Examines the discrepancies between the world of the ghetto and the white text)

c. Assignments

(1) Reading assignments

a Articles: "The Effects of Cultural Deprivation on Learning Patterns" (Keach, 1967, pp. 156-161), and "A Teaching Strategy for Culturally Deprived Pupils: Cognitive and Motivational Consideration" (Keach, 1967, pp. 287-293).

b Book: The culturally deprived child (Reissman, F.).

(2) Field experience

a Continue to work in community centers and do the community study analysis.

3. Resources

a. Books and magazines

(1) Dahlke, H. O. Values in culture and classroom. New York: Harper and Row, 1958.

(2) Davidson, H. K., & Lang, G. Children's perception of their teacher's feelings toward them related to self-perception, school achievement behavior. Journal of Experimental Education. December 1960, 29, 107-118.

(3) Deutsch, M. (Ed.) The disadvantaged child. New York: Holt, Rinehart, and Winston, 1967.

(4) Fantini, M. P., & Weinstein, G. The disadvantaged: Challenge to education. New York: Harper and Row, 1968.

(5) Gottlieb, D. Teaching and students: The views of Negro and white teachers. Sociology of Education. Summer 1964, 37.

(6) Havighurst, R. V. Who are the socially disadvantaged. Journal of Negro Education. Summer, 1964, 33.

(7) Keach, E. T. Jr., (Ed.) Education and social crisis. New York: John Wiley and Sons, 1967.

(8) Kerber, A., & Bommarito, B. (Eds.) The schools and the urban crisis. New York: Holt, Rinehart, and Winston, 1965.

(9) Kneller, G. Educational anthropology: An introduction. New York: John Wiley and Sons, 1964.

(10) Mackler, B., & Giddings, M. G. Cultural deprivation: A study in mythology. Teachers College Record. April 1965, 66.

(11) McCloskey, E. F. Urban disadvantaged pupils. Portland, Ore.: Northwest Regional Educational Laboratory, 1967.

(12) Passow, H. (Ed.) Education of the disadvantaged. New York: Holt, Rinehart, and Winston, 1967.

(13) Riessman, F. The culturally deprived child. New York: Harper and Row, 1962.

(14) Ulibarri, H. Teacher awareness of socio-cultural differences in a multi-cultural classroom. Sociology and Social Research. October, 1960, 45.

(15) Webster, S. W. (Ed.) The disadvantaged learner: Knowing, understanding, educating. San Francisco: Chandler Publishing Co., 1966.

b. Films

(1) Children Without. Kansas City Public Library, Kansas City, Missouri.

(2) Worlds Apart. Anti-Defamation League of B'nai B'rith, Chicago.

c. Field experiences

(1) Observations in assigned schools.

(2) Participation in community center activities.

STAGE III - WHY DO THEY DO THAT?

With the responsibilities of full-time teaching rapidly approaching, student teachers feel increasing concern regarding problems of pupil behavior, and especially unorthodox behavior patterns. Sociological content seeks to provide an understanding of possible deviant behavior patterns of low-income youth, and the significance such behavior patterns have in the classroom.

Social Deviance in the Inner City

1. Major Concept

   The nature of "social deviance" in the inner city may have classroom ramifications.

2. Pertinent Activities

   a. Seminar activities to consider the following questions:

      (1) How are "social deviance" and "delinquency" defined? Social deviance (Becker, 1963, pp. 1-39; Clinard, 1968, pp. 3-79), delinquency (Cavan, 1964, pp. 15-29; Martin and Fitzpatrick, 1965, pp. 14-45).

      (2) What are the causes of delinquency? Does poverty cause deviant behavior?

      While it is true that juvenile delinquency is a complex phenomenon, nevertheless, certain categories of delinquency can be discerned, each with somewhat different causes. Discussing these various causes, dispel many cherished ideas that delinquency is primarily a "poor" peoples' characteristic (Clinard, 1968, pp. 141-166; Cohen, 1966, pp. 41-47; Ferdinand, 1957, pp. 80-232; Martin and Fitzpatrick, 1966, pp. 45-138; Sebald, 1968, pp. 351-391). Discuss predicting the delinquent (Cavan, 1964; pp. 423-444; Stratton and Terry, 1968, pp. 64-116).

(3) How do schools and other institutions create or perpetuate deviant behavior? Cavan, 1964, pp. 182-197; Rubington and Weinberg, 1968, pp. 124-135; Stratton and Terry, 1968, pp. 120-127, pp. 137-147, pp. 199-218, and pp. 218-229).

(4) What is the nature of some prevalent social problems among inner-city youth?

This discussion is divided into the following subcategories: Dropouts (Cook, 1956, pp. 191-196; Kerber and Bommarito, 1965, pp. 156-160; Lichter, 1962; Miller and Riessman, 1968, pp. 78-95; Passow, 1967, pp. 423-437; Sebald, 1968, pp. 430-456; and Stratton, 1968, pp. 191-199), drinking and narcotics (Becker, 1964, pp.4-178; Finestone, 1957, pp. 3-13; Lindesmith, 1968; and Sebald, 1968, pp. 457-497), sex offenses (Cavan, 1964, pp. 200-226).

(5) What kind of problem behaviors arise in the classroom, and what coping mechanisms are appropriate for handling them? Charters and Gage, 1963, pp. 190-212; Riessman, 1962, pp. 90-93; Strom, 1966, pp. 131-144).

b. Presentation and discussion of film.

Juvenile Delinquency. (Excellent for illustrating types of delinquency and factors contributing to development of behavior.)

c. Seminar discussions led by the following consultants:

    (1) Representatives of law enforcement and correctional institutions.

    (2) Representatives from low-income community who express ideas about police and juvenile offenders.

d. Assignments

    (1) Reading assignment

    Book: Delinquent Behavior (Martin and Fitzpatrick.)

    (2) Field experiences

        a One week involvement in juvenile detention home. During this time interaction will occur between student teacher and deviant on an instructional level and in more informal ways (e.g., recreation).

        b Each student teacher will participate in one-day observations at a mental health clinic.

3. Resources

a. Books and magazines

(1) Becker, H. S. Outsiders. New York: The Free Press, 1963.

(2) Becker, H. S. (Ed.) The other side. New York: The Free Press, 1964.

(3) Cavan, R. (Ed.) Readings in juvenile delinquency. New York: J. B. Lippincott Co., 1964.

(4) Charters, W. W., & Gage, N. E. (Eds.) Readings in the social psychology of education. Boston: Allyn and Bacon, 1963.

(5) Clinard, M. B. Sociology of deviant behavior. New York: Holt, Rinehart, and Winston, 1968.

(6) Cohen, A. Deviance and control. New York: Prentice-Hall, 1966.

(7) Cook, E. S., Jr. An analysis of factors related to withdrawal from high school prior to graduation. Journal of Educational Research, November 1956, 5.

(8) Ferdinand, T. N. Typologies of delinquency. New York: Random House, 1957.

(9) Finestone, H. Cats, kicks, and color. Social Problems, July 1957, 5.

(10) Kerber, A., & Bommarito, B. (Eds.) The school and the urban crisis. New York: Holt, Rinehart, and Winston, 1965.

(11) Lichter, S. O., Rapien, E. B., Seibert, F. M., and Sklansky, M. A. The dropouts. New York: The Free Press, 1962.

(12) Lindesmith, A. R. Addiction and opiates. Chicago: Aldine Publishing Co., 1968.

(13) Martin, N. M., & Fitzpatrick, J. P. Delinquent behavior. New York: Random House, 1965.

(14) Miller, S. M., & Riessman, F. Social class and social policy. New York: Basic Books, 1968.

(15) Passow, H. (Ed.) Education of the disadvantaged. New York: Holt, Rinehart, and Winston, 1967.

(16) Riessman, F. The culturally deprived child. New York: Harper and Row, 1962.

(17) Rubington, E., & Weinberg, M. S. (Eds.) Deviance: The interactionist perspective. New York: The Macmillan Co., 1968.

(18) Sebald, H. Adolescence: A sociological analysis. New York: Appleton-Century-Crofts, 1968.

(19) Stratton, J. R.,& Terry, R. M., (Eds.) Prevention of delinquency. New York: The Macmillan Co., 1968.

(20) Strom, R. D., (Ed.) The inner-city classroom: Teacher behavior. Columbus, Ohio: Charles E. Merrill Books, 1966.

b. Films

  (1) Juvenile Delinquency, Columbia Broadcasting System.

  (2) The Addicted, Association Films, New York.

c. Consultants

  (1) Law enforcement officials

  (2) Representatives from correctional institutions

d. Field experiences

  (1) Observations in assigned classrooms

  (2) Assignments to a juvenile detention home

  (3) Participation in community center activities

  (4) Observation at a mental health clinic

ILLUSTRATIVE MATERIAL FOR SOCIOLOGY

DIAGRAM I

INSTITUTIONS AND AGENCIES THAT SUPPORT THE INNER-CITY INDIVIDUAL NEEDS

Social	Educational	Political	Economic	Health
Store Front Churches	Schools	Legal Aid Services	Employment Bureaus	Health Centers
Local Hangouts (Bars, Taverns)	Community Centers	Civil Rights Organizations	Welfare Agency	
Community Centers	Training Centers (Job Corp)			
	Programs for Dropouts			

Student Teacher Sociological Guide
to Inner-City Education

PART I--SOCIOLOGICAL ORIENTATION TO THE INNER CITY

A. Terms

The following is a list of terms that should be a part of your vocabulary as you study the inner city. Write in your own words the sociological meaning of these concepts based on class discussion and from your reading material. Illustrate these concepts by citing observations you have made of the urban area.

1. Centralization
2. Decentralization
3. Ethnic
4. Human ecology
5. Inner city
6. Invasion
7. Racial
8. Segregation
9. Succession

B. Field experiences

1. Visit at least three different types of institutions and/or agencies (e.g. store front churches, local hangouts, community centers, etc.). Interview the director or officers about the neighborhood, its occupants, and the services the agency performs. Write a report on your observations, impressions, and conversations and turn in to the office in one week.
2. Collect articles from the news media that refer to the inner

city. Specifically look for articles that discuss various problems encountered in the inner city. (discrimination, education, law enforcement, civil rights, etc.)

3. Contact your community center. Begin programs (e.g., tutoring, recreation projects, etc.)
4. Begin census study of neighborhood school district. Using census tract data compute the following information:
    (a) Number of white, Negro, foreign-born, Mexican, and total.
    (b) Percent of non-white, Negro, foreign-born, and Mexican.
    (c) Percentage of families with less than $3000, percentage of families with less than $6000, and median total income.
    (d) Percentage of manual workers in the following categories: unskilled, semi-skilled, and skilled.
    (e) Median of school years completed.
    (f) Total number of persons under 18, and percentage of persons under 18. Percentage of persons under 18 living with both parents.
    (g) Number of persons living more than five years in the area.
    (h) Percentage: housing units deteriorating, housing units delapidated, overcrowded homes, and units renter occupied. Median contract rent.

INSTRUCTIONS: Compute data for all census tracts in the school district in which your school is located. Compute the whole census tract even though only part of the tract may be in the school area boundaries. You may also compute each census tract separately. However, when presenting a final report, give the overall impression of the entire school area. This assignment is due the fourth week of the program.

C. Reading assignments

1. Articles: Part II of Reading Package
2. Book: Society and education (Stalcup, R. J.)

PART II--SOCIAL ORGANIZATION OF THE SCHOOL

A. Terms

Write definitions of the following terms and indicate the significance these concepts may have to education. If possible, provide examples from your assigned schools.

1. Bureaucracy
2. Role
3. Status
4. Social system
5. Role conflict
6. Bureaucratic role vs. professional role
7. Formal relationships
8. Informal relationships
9. De facto segregation

B. Field experiences

1. Observations in assigned school.
    (a) Observe your cooperating teacher and describe the extent to which he fulfills the following teacher roles:

Mediator of learning: Attempts to change pupils' behavior toward socially approved behavior; knows what is to be taught and how; and has organized and structured behavior.

Disciplinarian: Keeps a well-ordered classroom through domination of student or positive rapport with pupils.

Parent substitute: Displays affection for pupils by helping child with clothing, praising or censuring social or emotional behavior.

Judge: Displays authority to make decisions.

Confidant: Displays a friendly relationship with pupils.

Surrogate of middle-class morality: Not only teaches but expects the child to display characteristics of middle-class morality.

(b) Observe and describe any situation which gives the appearance a teacher feels caught up in a system that leaves him powerless. How does he react?

(c) Describe how you think the principal of your school perceives his role in the system. This may involve a personal interview with him.

(d) Observe and describe situations where there is conflict between the teacher and principal. What was the nature of this conflict and how was it handled?

(e) Observe and describe particular situations in your school where the informal structure is operating in direct contradiction to the formal structure.

   (f) Observe and describe the formation of differing informal cleavages between teachers. What purposes do these cleavages serve?

   (g) Describe the extent to which various teachers in your school participate in local community activities.

   (h) Describe your school in terms of conditions, staff problems, and community attitudes.

2. Continue working in the community center. In two weeks hand in a report describing your activities.

C. Assignments (reading)

Books: None

PART III--THE CULTURE OF THE INNER CITY

A. Concepts: Write definitions of the following terms and explain how each can be useful in understanding the poor.

1. Stratification
2. Ascribed status
3. Achieved status
4. Social class
5. Life styles
6. Life chances
7. Values
8. Culture
9. Subculture
10. Prejudice
11. Discrimination

12. Assimilation
13. Cultural pluralism
14. Poverty

B. Field experiences

1. Attend church services in the inner city and write a description of your experiences. (Include store-front churches as well). What functions do you think the church provides for inner-city people? In addition, vary your experiences so you will attend church services representative of the major subcultures.
2. In order for you to "get a feel" for the area served by your school, you are to perform the following tasks:
   (a) Visit the home of at least one parent on some school-related problem, or visit the home of at least one parent of a youth you work with in a community center.
   (b) Visit at least one community organization (e.g., Congress of Racial Equality, Tenant Council, neighborhood improvement organization, Council for United Action, etc.), and interview the club officers about needs and characteristics of the local people and the functions of the organization.
   (c) Attend a meeting of at least one community organization and write a report on what happened. If possible, make it an organization you have previously visited.
   (d) Perform some of the following (as many as you can) routine activities you do, but in your school district

areas: Go to a barber, hairdresser, cafe or restaurant, lounge, grocery store, laundromat, drive-in-restaurant, merchandising store. Write a report on your observations, impressions, and conversations.

(e) Describe your neighborhood in terms of the following characteristics:

--Policing patterns; especially attitudes of policemen

--Services being performed for community (public service, deliveries, garbage, street cleaning, etc.)

--Buildings (apartments, houses, industrial, or residential, commercial types such as grocery, second-hand, others).

--Transportation facilities

--Activities of residents (e.g., what are they doing?)

--Where residents work

--Racial make-up?

--Stability of the neighborhood

--Age of people

--Noisy or quiet?

--What do people want?

--Types of recreational facilities?

3. Pose as an unemployed citizen of Kansas City and attempt to get a job at one of the employment bureaus.
4. Live one week on the amount of money designated by welfare for one person.

C. Assignments

1. Articles: Part III, Section A, B, and G.
2. Books: The urban villagers (Gans, H.), Mexican-American youth (Heller, C.), and Crisis in black and white (Silberman, C.)

PART IV--A SOCIOLOGICAL APPROACH TO TEACHING THE INNER-CITY CHILD

A. Concepts: Define the following terms.

1. Culturally disadvantaged or deprived
2. Learning styles
3. Teaching strategies

B. Field experiences

1. Continue working in community centers and making observations in the school neighborhood.

C. Assignments

1. Books: Urban disadvantaged pupils (McCloskey, E. F.), The culturally deprived child (Riessman, F.), and Negro self-concept (Kvaraceus, W.)
2. Select five cultural traits of the poor and show how you would develop a teaching strategy utilizing these traits to promote more effective learning.

PART V--SOCIAL DISORGANIZATION OF THE INNER CITY

A. Concepts: Define the following terms.

1. Social disorganization

2. Delinquency

3. Social deviance

B. Field experiences

1. Each of you will be assigned to work one week in the juvenile detention home from 3 p.m. to 8 p.m. During this time you will be teaching the youth as well as interacting with them in more informal ways.

2. Each of you will participate in one day observations at the Western Missouri Mental Health Clinic. This is primarily a clinic serving maladjusted pupils from the inner city.

C. Assignments

Books: Delinquent behavior: A redefinition of the problem (Martin, J. M., & Fitzpatrick, J. P.)

MAJOR CONCEPTS RELATED TO THE DEVELOPMENT OF MENTAL HEALTH CONTENT

Major Concepts Related to the Development of Mental Health Content*

by Irving Kartus

Basic to the development of the Cooperative Urban Teacher Education curriculum is the conviction that an insecure teacher is incapable of fulfilling adequately the role of a professional teacher. A competent teacher must be emotionally mature; he must also understand his own prejudices, attitudes toward authority, and defense mechanisms. This self-knowledge is a prerequisite to understanding pupils and to encouraging their growth toward self-understanding. Even though much emphasis is placed on the development of greater self-awareness, seminars are not viewed as group therapy sessions.

Three main goals are pursued during the mental health seminars:

1. To help student teachers discover and discuss unresolved feelings about themselves and their relationships with those around them (peers, parents, and teachers);
2. to support student teachers personally and professionally, and help maintain their morale at an optimal level; and
3. to teach student teachers as much as possible during the semester about the emotional and psychological development of the child.

Seminars are free-floating discussions in which students are free to state problems, ask for help, assist one another with suggestions or advice, or take up professional, administrative, or personal issues. The seminar moderator seeks to keep discussions focused on the main issue, and acts as a resource person when requested or when specific technical information is needed.

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*Acknowledgment is made to Dr. Edwin Price for many valuable contributions to this section on Mental Health.

Because much of the seminar content is drawn from student-initiated discussion, based on problems occurring during the semester, dialogue from class sessions are included in "Illustrative Materials." These examples illustrate seminar content and the methodological approach of the instructor.

STAGE I - WHERE DO I STAND?

Since teachers are more than purveyors of facts, more than examiners for factual content, and more than disciplinarians, considerable attention must be paid to their total personality. Prior to this semester, feelings and attitudes toward self and others too often have remained unexamined. During the first few weeks of the program, students invariably experience a form of "cultural shock." Many are completely unfamiliar with the life style of inner-city inhabitants. Values often seem to be called into question; different patterns of behavior are observed; and reading materials and field experiences often show cultural values at variance with the student's previous experiences. As tensions develop among students, the mental health seminars provide an invaluable opportunity to examine openly and frankly these "new feelings."

Increasing Self-Awareness

A. Major Concept

Prospective teachers have many unresolved feelings about themselves and their relationships with those around them.

B. Pertinent Activities

1. Continued analysis of case study introduced in teacher education seminar.
2. Discussion of reactions to the experiences in assigned schools.
3. Discussion of reactions to inner-city field trips.
4. Consideration of the following questions:
    (a) What are student expectations for the semester?

(b) What problems are encountered in developing new relationships with other Cooperative Urban Teacher Education students?

(c) How do students perceive their role in the assigned schools?

(d) How can individuals deal constructively with their feelings?

(e) How does prejudice develop and is there a rational basis for it?

C. Resources

1. Books

(a) Association for Supervision and Curriculum Development. Perceiving, behaving, becoming. Washington: 1962 Yearbook.

(b) Bird, B. Talking with patients. Philadelphia: Lippincott, 1955.

(c) Fraiberg, S. H. The magic years: Understanding and handling the problems of early childhood. New York: Charles Scribner's Sons, 1959.

(d) Menninger, K. A. The human mind. New York: Knopf, 1945.

(e) Menninger, K. A. Man against himself. New York: Harcourt, Brace and World, 1956.

(f) Meninger, W. C., & Leaf, M. Psychiatry and you. New York: Charles Scribner's Sons, 1948.

(g) Warner, S. A. Teacher. New York: Bantam Books, 1966.

2. Field experiences

(a) Observations in assigned schools.

(b) Tours of the inner city community.

STAGE II - HOW ADEQUATE AM I?

Next to parents, teachers are the most important identification figures in a child's life. It may be only a slight exaggeration to say--that what a teacher is, is more important than what a teacher knows.

The prospective teacher has survived many crises in life prior to this experience; for example, leaving home to attend college, or leaving the security of campus life to enter the Cooperative Urban Teacher Education program. And, during student teaching, the first major crisis in the teachers professional life occurs.

The change from student status to professional status is a critical period placing special stresses on the prospective teacher. Those stresses considered most vital are: (a) The student teacher is under close observation by the supervising teacher; (b) the student teacher is not yet a teacher since he does not have his own class or classroom, and perhaps not even his own lesson plan; (c) a generation gap may occur or personality clashes flare up; (d) perhaps most difficult for the student teacher is the awareness that the supervising teacher has limitations (e.g., excessive defensiveness, anxiety, rigidity, prejudice, or lack of skill and/or adequate understanding of children).

The Student as a Prospective Teacher

A. Major Concept

There is a relationship between what a person is and his classroom functioning.

B. Pertinent Activities

1. Analysis of classroom observations and reactions to teacher and pupil behavior.
2. Discussion of reactions to home visits with home-school coordinators.
3. Consideration of the following questions:
    (a) Should a teacher always be right?
    (b) How do I feel about pupils and what will I do about my feelings?
    (c) How can I control pupils?
    (d) What did I see in classroom observations and how do I evaluate them?
4. Analysis of films and video tapes of classroom situations.
5. Discussion of micro-teaching experiences.

C. Resources

1. Books

(a) Association for Supervision and Curriculum Development. Fostering mental health in our schools. Washington: 1950 Yearbook.

(b) Association for Supervision and Curriculum Development. Perceiving, behaving, becoming. Washington. 1962 Yearbook.

(c) Bandura, A. Social learning and personality development. New York: Holt, Rinehart, and Winston, 1963.

(d) Davis, J. A. Education for positive mental health. Chicago: Aldine Publishing Company, 1967.

(e) Fraiberg, S. H. The magic years: Understanding and handling the problems of early childhood. New York: Charles Scribner's Sons, 1959.

(f) Holt, J. How children fail. New York: Pitman Publishing Co., 1964.

(g) Hymes, J. L. Behavior and misbehavior. New York: Prentice-Hall, 1955.

(g) Warner, S. A. Teacher. New York: Bantam Books, 1966.

2. Other materials

   (a) Video tapes of classroom situations.

   (b) Films of teaching-learning situations.

3. Field experiences

   (a) Observations in assigned classrooms.

   (b) Home visits with home-school coordinators.

STAGE III - WHY DO THEY DO THAT?

The viewpoints of psychoanalytic child psychology encompass the most comprehensive and integrated knowledge of the emotional aspects of childhood. Unfortunately these psychoanalytic concepts of childhood development have not been integrated into the professional education of prospective teachers. Material in this section usually is centered around problems encountered in the classroom. Not only are the individual problems discussed, but also the instructor presents the entire background of the pertinent aspects of childhood development and its aberrations.

Increasing Understanding of Pupils

A. Major Concent

The emotional development of individuals is sequential and proceeds from birth to maturity according to well-established laws.

B. Pertinent Activities

1. Discussion of assigned case studies of inner-city pupils.
2. Integration of descriptive data collected and known processes of childhood development including:
    - (a) Basic concepts of psychoanalysis
    - (b) Psychosexual development of the child
    - (c) Psychic reality and its relationship to behavior
    - (d) "Model of the mind"
    - (e) Anxiety as a motivation of behavior
    - (f) Nonverbal communication
3. Discussion of classroom observations and reactions from students.

4. Analysis of films and video tapes.

5. Reactions to home visits in the inner city.

6. Discussion of micro-teaching experiences.

C. Resources

1. Books

(a) Blos, P. On adolescence: A psychoanalytic interpretation. New York: The Free Press, 1962.

(b) Fraiberg, S. H. The magic years: Understanding and handling the problems of early childhood. New York: Charles Scribner's Sons, 1959.

(c) Freud, A. Assessment of normality and pathology in children. New York: International Universities Press, 1965.

(d) Freud, S. New introductory lectures on psychoanalysis. Oakland, Cal.: Mortons Press, 1965.

(e) Gagnon, J. H. Sexual deviance. New York: Harper and Row, 1968.

(f) Horrocks, J. E. Assessment of behavior. Columbus, Ohio: Charles E. Merrill, 1964.

(g) Riessman, F. Mental health of the poor. New York: The Free Press, 1964.

(h) Sarason, S. B. Anxiety in elementary school children. New York: John Wiley and Sons, 1967.

(i) Warner, S. A. Teacher. New York: Bantam Books, 1966.

((j) Wright, H. F. Recording and analyzing child behavior. New York: Harper and Row, 1967.

2. Other materials

(a) Case study forms

(b) Video tapes and films of classroom situations

3. Field experiences

(a) Observation and participation in assigned classrooms

(b) Home visits in the inner city

(c) Participation at tutorial centers

ILLUSTRATIVE MATERIAL FOR MENTAL HEALTH

PART I - INCREASING SELF AWARENESS

Early in the program, considerable tension developed in group members as a result of experiences they had encountered. In a teacher education seminar, students insisted upon discussing their feelings toward one another as a result of experiences in the inner city. An extremely frank two-hour encounter resulted. The psychiatrist came at 4:00 p.m. and the following dialogue ensued.

Instructor: I don't know quite what you want me to do. You say, "Gee, you should have been here this morning." But then after you start to tell me, you say, "forget it."

Sue: Oh, well, you know, I just wanted to--I just felt like--

Instructor: You don't have to tell me. You can tell me to go to the devil.

Sue: Well, I didn't mean to make you feel--I'm sorry. I meant I felt like, you know, if we start rehashing what happened this morning, it might hurt more now than help.

Instructor: I'm an old hand at this. Do you mean to tell me that you have come to the conclusion as a group that if you tell me what happened it would somehow harm the group? I sense a feeling of edginess on Sue's part--an attitude of, "forget it, don't talk about it." Why would you have this attitude if you want to get at the truth? Do you want more understanding about your feelings?

Al: Well, I'm just not sure that talking about it would do any good. It's just that when you threw out the question, "Does anybody feel alienated?" we responded. But it's been a long day, and I don't know whether we ought to rehash it again.

Phillip: I think Joe sensed our problems before the rest of us did. At one of our meetings last week he said something had happened to the group.

Instructor: I sensed that something had happened that day, but something happened too a few minutes ago when I asked the question, "Does anybody feel alienated?" You said, "yes, we did and now we don't." But what's the worry about? Something has happened to the group and, you know, you all are pretty important to me. I like to see you all mesh well.

Gwen: Well, I believe that each one of us as individuals have our own way of attacking the problems of the inner city. I am afraid we have begun to feel very critical of other people's ideas, instead of being understanding. I feel that each one of us here has very good ideas. If we could just share these ideas and coordinate them instead of arguing and being very critical of each other then we could become a better and stronger group. We'd be more understanding. That's what I say.

Instructor: It may be a very good suggestion; however, it doesn't give me any clearer idea of what happened to the group here. I can say one thing, I'm very glad you can feel more like a group. I'm glad that you feel better about one another, even if it's only a tiny smidgen better. And I've got to tell you, if you just want to say, "Look, we've discussed enough today and we will continue this at another time," that's okay. You don't have to feel edgy about it. It's your business. I don't have to pursue it now.

Janice: I don't think you really want us to tell you about the discussion.

Instructor: No, I want you to tell me, but if you don't want to, you may simply say, "No, I don't want to tell you."

Janice: Personally, I think Sue made some good statements this morning about being yourself in the inner city, and they will accept you because people can recognize a phoney right off the bat. I think most of the people in the ghetto look on us as some kind of freaks or "missionary do-gooders." And I'm not sure we are "for real." I wonder if maybe some of us aren't being phoney when we go to the inner city.

Instructor: One of the things I want very much to see you do is to be able to think about things and express just what you do think and what you feel in any given situation. I believe this is pretty important. Without it, you're going to hide too many feelings below the surface. I know it's sometimes quite a struggle. You say, "Well, let's forget what happened here this morning." But I'm not sure this is wise. Maybe that's the best you can do today, but we hope that you can say something like, "Well, we had a big fight...we settled it and we will be more peaceful." I want to encourage you to think. I want you to express yourself, to say what you think, and to say how you feel. I think it is very important to be yourselves here in seminars, teaching in the inner city or any other place.

Al: We expressed our feelings this morning and aired them in such a way that now we are sensitive to each other much more than we were before. And I do have better feelings about it.

Instructor: That's marvelous, if you have a better feeling about one another, I think it's great. I wish I had been here to listen and see what has happened because something important must have happened. Maybe you're tired of the subject.

Sue: Well, we were tired of the subject but now you really want to know. I guess I can give you a briefing on it...(laughter by the class).

The following discussion occurred immediately after the group had attended an interracial party at the home of one of the students:

Dave: I want to know why in every situation the Negro is expected to do more.

Helen: I don't understand you. What do you mean?

Dave: Well, here, for example, one of these girls doesn't understand something or they say something about our culture. Now because we are Negroes we are not supposed to feel hurt. We're supposed to take it, understand and sympathize. That's what I don't get.

Gwen: Yeah, but see, I don't know. I think you're talking about the way we behaved and the things we said after we were at that party. We tried to figure out how to behave in an intellectual way, but psychologically we reacted also. After the party we let out what was inside and we opened up. But in the process of doing this, we sort of forgot how it would sound.

We just didn't realize that we were being impolite in some of the statements we made about the party. We didn't think of it as a black and white party; but as a party a person happened to invite us to because he wanted to get to know us, and he wanted us to get to know his friends. Do you understand what I mean?

Dave: I know this. I've heard this. I hear it all the time.

Instructor: And Dave is not to feel that he should be hurt by it?

Phil: Yeah, I mean, I don't see why he should be hurt. I think he should understand. When I went back to the apartment, I was talking to Gwen about it and Gwen said, "Why should Dave feel this way?" She couldn't understand why he was hurt, and she couldn't understand why he shouldn't understand.

Dave: Well, even in seminar, you said we should learn to understand, to listen, and all that kind of thing. I get the feeling that you white people think the black person should all the time be understanding and accept the hurt and listen to what's going on. I can't see why the black person should do this all the time and why the white person doesn't need to.

Phil: That's where the whole thing came from, because whoever it is that turns Dave off might be to blame but I don't think it's all of us. I think it's just a few people and I don't think we can generalize and say all of us have this feeling. But there is a problem because we are attempting to understand. We are trying to understand a culture that we have not been a part of. We've been stuck in a big, white ghetto all our lives.

Dave: Well, I understand that, I mean...

Gwen: We have to understand as white people, and if we are trying to understand the difference and trying to bridge the color gap, and realize there really isn't a difference, then why, in return, can't you?

Dave: I would meet you 50-50 but not way over, like maybe 75 per cent.

Gwen: Well, I think that's what I'm talking about.

Dave: But this has been going on for years in the United States. The black man has to come up and meet the white man on his own terms. I don't agree with that. I think if you really want to learn about the black community, you have got to get down there and learn it. If you want to learn from us, we shouldn't always have to meet you on your terms. This is what I can't understand. Why shouldn't we be hurt over the things that would hurt you? This is what I can't understand. Do you see what I'm trying to say? Maybe you don't.

Instructor: Dave, I think maybe they are beginning to understand. The most moving thing I heard today was a statement from somebody who was sitting here and said, "You black kids have to help us..."

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Shortly after the above discussion, a seminar on the question of racial prejudice was raised. The psychiatrist questioned the rationality of hatred toward other human beings and the following dialogue resulted:

Jerry: But I think you can learn to hate for rational reasons.

Instructor: You've got to give me an example.

Jerry: Well, our school has this old rivalry with another college. The first time I ever came in contact with them was on the baseball field. O.K. The first thing that happened to me in the game was to get spiked. Now, wait a second, there is another thing. I didn't think anything about it until we got to the locker room. Then all the other guys told me it was because they hated us. They would always come over to our college and paint our doors and mess up the campus. So what should I do? It just looked like that college hated everyone from our college.

Instructor: But does that prove your point?

Jerry: Well, that's when it confirmed my feelings about them.

Instructor: But how does that prove your point that you can hate for rational reasons?

Jerry: You know, it convinced me that there was a rational reason not to like the other school. It confirmed my feelings about them. I mean there was no reason for this guy to spike me, but he spiked me anyway.

Instructor: Let's look at your story. You hate this other college?

Jerry: Right.

Instructor: Now, how does the bad manners or bad sportmanship of this one player reflect on the entire college?

Jerry: Well, it's a lot of things that go on. Like when we went to the dressing room before the game. The team all took up a collection. The first guy that knocked one of their players out of the game, I mean, really out of the game, won the ten dollar pot. So when we went out, we played to knock guys out of the game. Like one of our guys just wiped the third baseman out. This is after that guy had already spiked one of our boys, but the third baseman didn't go out. He had stitches on his arm but he didn't go out of the game. That's just the way we are. We just hate one another. They feel the same way about us. Go down and ask them why they hate our college.

Instructor: But that doesn't mean the feeling is sensible or rational.

Jerry: But that's the tradition. We just hate one another.

Sue: Oh, I see what you mean. We have been taught all our lives that Negroes are dirty, lazy, and you know, all that. And then one day I saw a lazy one, so...

PART II - THE STUDENT AS A PROSPECTIVE TEACHER

Seminar discussions frequently grow out of observations in the school. One brief episode went as follows:

Instructor: There is a relationship between what a person is and the way he functions in the classroom. You can't have people being good teachers if they believe children are a nuisance. You should get that kind of a teacher out of the classroom and away from kids. I don't think teachers should be people who find kids obnoxious or want to put them into their place and "break" them of their bad habits. I don't think that makes a good teacher. One of the prerequisites of a good teacher is understanding--a feeling for other people.

Helen: Let me tell you something I saw today. In my class the pupils were asked to draw a picture of daddy and this little boy didn't feel like drawing a picture of daddy so he drew a house. My teacher was marvelous.

Jeanne: What did she do?

Instructor: What do you think most teachers would do?

Jeanne: Well, probably most of them would say, "I thought I told you to draw daddy, but you didn't do it. Now you take this paper back and draw a picture of daddy like all the other children are doing."

Instructor: And what would this teach a child?

Jeanne: It teaches him that he has got to be just like everyone else. It teaches him not to like the teacher. It probably teaches him not to like school.

Instructor: And that's not very good is it?

Helen: My teacher told me that this pupil happened to be a very creative kid. So what's the difference if he drew what he wanted to draw. All she said was "That's a very pretty house, and someday when I ask you to draw daddy, maybe you can draw one. Maybe you'll do it next time, but it's all right now if you didn't.

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At another seminar the following dialogue was recorded:

Instructor: Do you think it's right for parents to censor television programs for their children?

Ann (a student with children): I definitely do. I would never allow my children to view everything because they can pick up so many things. It's hard to get rid of them once they pick them up. Definitely.

Karen: I am not sure. If they want to watch it, I don't think it will always hurt them.

Ann: Well, the point is, you have got to set a standard for your children. If you don't, they are just going to view anything and everything, and they'll follow through with whatever they see on television.

Karen: But if you expect your children to discriminate against what is good or bad when they meet people or when they see something going on, then, how are they going to be judge when they've only seen one side?

Instructor: Isn't that the point?

Ann: They aren't ready to judge. When they get old enough to judge for themselves, and are mature enough to make decisions, then they will be able to handle it. But when they are small, no! They're not ready for it.

Karen: Well, how will they be able to choose once they get of age?

Ann: Well, with my kids, I tell them what they want to know. My girl brought in one of these movie magazines and she said, "I want to know about it." And I said, "If you want to know, ask me." So I told her everything she wanted to know. Of course, she thought at first I wouldn't tell her.

Instructor: But what happens if your little boy goes to the neighbors house and they are watching T.V.? What does he do then?

Ann: I tell him when that happens he's to come right home.

June: Listen, I can see both sides of this. I mean, you're their parents, and you are concerned about them. Most of us aren't parents yet and we don't know what we'll do when we have kids. It's nice to go around with stuff about "let's hear all sides and be objective," and things like that. When you got kids of your own, maybe you feel differently. But maybe we try to watch over them too closely. I think it's terrible for us to try to shield them too much or set unrealistic standards. But setting standards is completely different from shielding a child all of the time. I think somehow we've got to teach them to develop standards they will live by...

PART III - INCREASING UNDERSTANDING OF PUPILS

As student teachers become more involved in classroom observation and participation, seminar content,with increasing frequency, revolves around these experiences. A typical session follows:

Mary: I have a little girl who doesn't want to stay in her seat. She keeps getting up, wandering around the room and bothering other children. She simple won't stay in her seat.

Sharon: It sounds like she might have an emotional problem.

Instructor: How old is she?

Mary: It's a fourth grade. She's about 10 years old.

Instructor: What might be the cause?

Charles: What size is she? Is she smaller than the rest of the kids?

Instructor: Does size have anything to do with children being hyperactive?

Dave: I am not sure it does. I have some big kids, about 6'1" or 6'2." They give me trouble, too.

Sharon: But maybe size has something to do with it. Like maybe if you're over-large or over-small. Maybe you feel out of place and this causes psychological problems.

Instructor: What do you think, George?

George: I have several small kids in class but they don't act that way. Generally they seem more immature than others. They don't seem to be as smart.

Mary: How do you know they are not as smart? What do you mean by "smart"?

George: Well, academic achievement. They don't get their work done as well as the others.

Mary: Is that a fair measure?

Helen: But isn't that the only thing you can measure? Achievement and maybe behavior.

Dave: Does behavior necessarily make you dumb? If you're a bad kid, does that make you dumb?

Helen: No.

Instructor: Can a dumb kid be hyperactive?

Helen: Uh-huh.

Instructor: Would a terribly small boy be hyperactive for a reason. Not because he is not matured physically and neurologically; he's just shorter and smaller than the rest of the kids.

Mary: He'll probably feel inferior.

Instructor: How do you explain that?

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As the semester progresses, students begin to see themselves as teachers. Any problems that occur and disturb a student's self image causes uneasiness. Discussions, led mainly by the students, deal with class-encountered problems. The following exchange is an example:

Sue: I am still concerned about being firm and friendly. It's difficult sometimes. If you're firm. It's hard to be friendly. And if you're too friendly--well you might as well forget it.

Instructor: I don't know...

Gwen: I think you can be firm and friendly. There is a time for everything and when it's time to be friendly, that's swell. But yet they know they can't exceed limits. If you have limits where you can be friendly, that's fine. I don't mean they must sit with their hands folded all the time, but if you have a limit where they can't be out of their seats, you can be friendly and still have them in their seats, if this is one of your limits.

Sue: But you can't keep them in their seats all the time.

Gwen: O.K., but if you think it's necessary, you better find a way to do it. If you don't think it's necessary, that's not one of your limits.

Sue: Do you keep your pupils in their seats all the time?

Gwen: No.

Sue: How do you do it?

Gwen: They have many activities that take them out of their seats, but there are times when I expect them to be in their seats.

Sue: Do they stay in their seats then?

Gwen: If they don't, they get back into them.

Sue: I have a number of children who find it hard to stay in their seats and I can understand why. You find yourself in lot of different ways telling them to return to their seats. If you reflect, you find you're saying, "go to your seats, stay in your seat, or return to your seat." All the time in different ways, you're nagging at them.

Mary: That doesn't seem too hard. Part of the time you can have situations where they can't be in their seats. You know, that would keep them out of their seats. Maybe board work, or a table in the back of the room where you have an interest center...

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This final episode demonstrates the free-flow of discussion in seminars.

Helen: What do you do with kids that just curse all the time?

Instructor: What do you think?

Phil: I know what my teacher did. He had this girl that used filthy language all the time. He tried kicking her out, taking her in to the principal and everything else.

Helen: But this is first grade.

Phil: Well, I'd better not comment then. It's not the same in high school.

Helen: But what did he do?

Phil: Well, anyhow. He tried everything, and he said what worked for him might not work for everybody. But he finally got to this girl by insulting her in front of people--just once or twice--she quit. He said he hated to do it, but it was a last resort.

Instructor: Do you think maybe there is a better way?

Helen: Well, I'll tell you what I did, but I don't think it was very good.

Instructor: What did you do?

Helen: I made them wash their mouths out with soap. We went downstairs. It was a boy and a girl, but the girl is always saying some filthy, foul-mouthed words. I've tried to over look it before when I have heard her say these things. When I heard her this time, I told her I'd see her at recess, but then this boy got up and told the whole class what she said, and I took them both out. But I really didn't know what to do.

Instructor: First grade? Real bad words?

Helen: Real bad. But I just want to know if that was the right thing to do?

Instructor: It's pretty nasty.

Helen: But I didn't do the washing. I had them do it. They could have put any amount on their hands.

Instructor: (to class) What do you think?

Tom: I heard one teacher say she had a little boy in class who said, "Damn, s--o-a-b---!" And when she asked him what that meant, he said his daddy's car wouldn't start. (laughter)

Helen: She knew what she was doing because after she said it, she put her hand over her mouth and tried to make like it was a mistake.

Sharon: Well, I have had this same problem and I found trying to explain to them not to say these words doesn't work. I tell them if their parents use the words, it might be okay. I tell them there are certain times and places to use certain words. But it doesn't work. Sometimes it gets pretty bad. They still say it anyway. But I don't think moralizing does much good.

Helen: Yeah, I tried that too. I asked her where she heard that and what did it mean? And she said, "This friend comes down to my house all the time and he says it." I said, "How old is your friend?" And she said, "Oh, he's five."

Sharon: And they do know what it means. I asked them. (laughter)

Instructor: Well, how would you handle it? I know for generations washing out mouths with soap has been a cure for bad language. What would the rest of you do?

Gwen: I want to ask about that. If I tried it, I'm afraid they'd go home, tell mother and I'd get in trouble.

Helen: Well, I didn't wash out their mouths with soap, they did.

Gwen: But you told them.

Helen: Yes, but I didn't touch them. They didn't have to come. That's the way you get out of that.

Gwen: Yes, but you said, "You put soap on your hands and wash it."

Helen: O.K. but they didn't have to. They could have run upstairs to the teacher.

Gwen: But they were doing what you said, though.

Helen: But lot's of times they don't do what I say. (laughter) Well, I really didn't know what to do, though. I just got tired listening to it. They say things all the time while I'm standing right there.

Instructor: Well, any ideas about what you might do?

Sue: Well, you might repeat the words. Listening to them from an adult might shame them.

Helen: Boy, they'd get a kick out of that.

Instructor: Let me comment on something Helen said. She said, "She clapped her hand over her mouth when she said it." Does this indicate the girl had an awareness that she said something she shouldn't have?

Helen: Well, you see I wasn't going to do anything to her and then this other kid got up and repeated what she said as loud as he could.

Sue: I wonder if she really felt bad about saying it or if she just wanted to make sure everyone knew she had said it. Does it really indicate guilt feelings? Maybe she was just mimicking what she had seen other people do.

Instructor: Maybe so. Maybe so. I don't know. It does indicate a possibility that you might talk with her to find out why she behaved as she did?

Helen: I would have if the other kid hadn't spoken. But then I felt I had to do something or everyone would know they could talk like that.

Instructor: Any other ways to deal with it?

Phil: I don't know exactly how this would work at the elementary level, but I'd try to reason with the kid in a cool--like way. Like saying, "What does this mean? Do you really think you're acting like a mature person?" You know, just tell them this has a bad connotation and that we don't need it in the classroom.

Helen: Now, how am I going to tell a first-grader, "It has a bad connotation?" (laughter)

Carol: This may sound a little bit trite but why not try behavior modification. Have Helen give the girl words to use in place of filthy ones and give her a token when she uses the good word. She probably doesn't know what the words mean anyway.

Instructor: Do you think she did? Was it such a bad word you couldn't tell us?

Helen: Well, the word was "motherf-----." I don't know whether she knew what it meant or not, but it was a reading lesson and the word she was supposed to read was "grass." Now, how she got that out of "grass" I'll never know.

Carol: Does it make any difference whether she knows or not as long as you can substitute some other word or extinguish it?

Helen: What would I substitute for that?

Carol: I don't know--maybe "golly." (laughter)

Instructor: Do you mean, it doesn't make any difference whether this little girl understands what she's saying--what kind of language she uses and the meaning of the words?

Carol: Not if all you're doing is trying to change behavior.

Instructor: Does it make any difference if one knows whether language is or is not socially acceptable if one is trying to change behavior?

Carol: I don't know. I don't know. It probably depends on the situation.

Helen: But really, this little girl has more of a problem. I didn't notice this before but she has some kind of emotional problem. Last week the teacher said, "Have you noticed Gloria?" I said, "No." She said, "You should watch her." I did and saw her put her pencil up under her dress and then she took it out and put it in her mouth. The child really has problems but the teacher won't do anything about it. She won't call her mother. I don't know what to do but she has problems.

Instructor: Is this normal? Do you think a six year-old girl who masturbates in class might need attention?

Helen: Yeah.

Instructor: How can you proceed?

Carol: Sounds like it's a little deeper problem than I thought. Maybe using tokens to change behavior won't work in this case.

Instructor: I think maybe it is.

Helen: I might have done the wrong thing but, I didn't know what to do. I had to do something.

Instructor: Well,...

Terry: Well, I didn't know six year-olds got any pleasure out of masturbation at that age. Maybe I'm just naive, but do they? (laughter)

Sue: That, Terry, is what they mean by generation gap. (laughter)

Instructor: You remember what I said about sexual development in children. What do you think happens when a child discovers these parts of their bodies?

Terry: I know I'm supposed to say, "pleasure," but I don't remember anything. I must have been numb when I was that age. (laughter)

Instructor: We know a little more about the child now. What do you think we should do?

Helen: I really think I did the wrong thing, but I really didn't know what I should do.

Instructor: But what could we do?

Terry: Certainly Helen and the teacher can't handle this problem. Someone who is trained should do so. They need to make a referral.

Instructor: To whom?

Mary: Maybe the counselor would be the next step, if they have one. Or perhaps the nurse or school psychologist.

Helen: We have a nurse.

Instructor: How about parents?

Mary: It's a hard thing to do, but I think you should do it. You should tell them what you have observed.

Gwen: But you should have someone else there with you when you tell them--someone who could recommend treatment. Otherwise they might do something to the kid; they might just smack her or make it worse.

Instructor: What would you say to them?

Helen: I don't know, but...

Instructor: What do you say we role-play it? Want to take a crack at it....

The group went on to discuss how to tell the parents about the child's behavior, how to convince the parents the child needs help, and appropriate resources for helping the child.

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